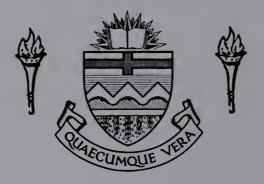
## For Reference

NOT TO BE TAKEN FROM THIS ROOM

## Ex uibris universitatis albertaeasis







## THE UNIVERSITY OF ALBERTA

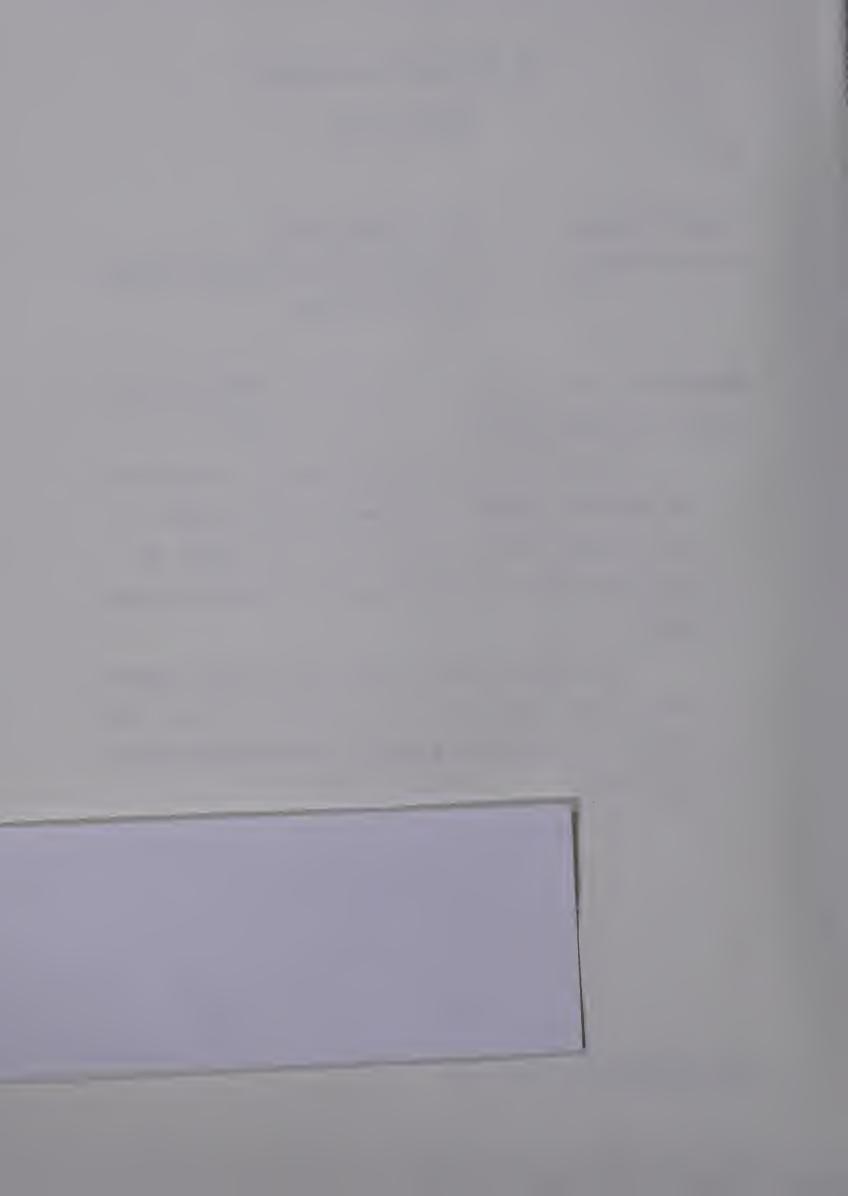
### RELEASE FORM

NAME OF AUTHOR	Wendy Diane Carsor	l
TITLE OF THESIS .	A Coaching Certifi	cation Program
	for Field Hockey	•••••
		<b>,</b> .
DEGREE FOR WHICH	THESIS WAS PRESENTED	Master of Arts
YEAR THIS DEGRÉE	GRANTED	1975

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

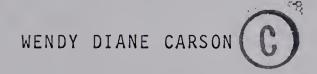
DATED Systemle



## THE UNIVERSITY OF ALBERTA

# A COACHING CERTIFICATION PROGRAM FOR FIELD HOCKEY

by



## A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF ARTS

DEPARTMENT OF PHYSICAL EDUCATION

EDMONTON, ALBERTA FALL, 1975

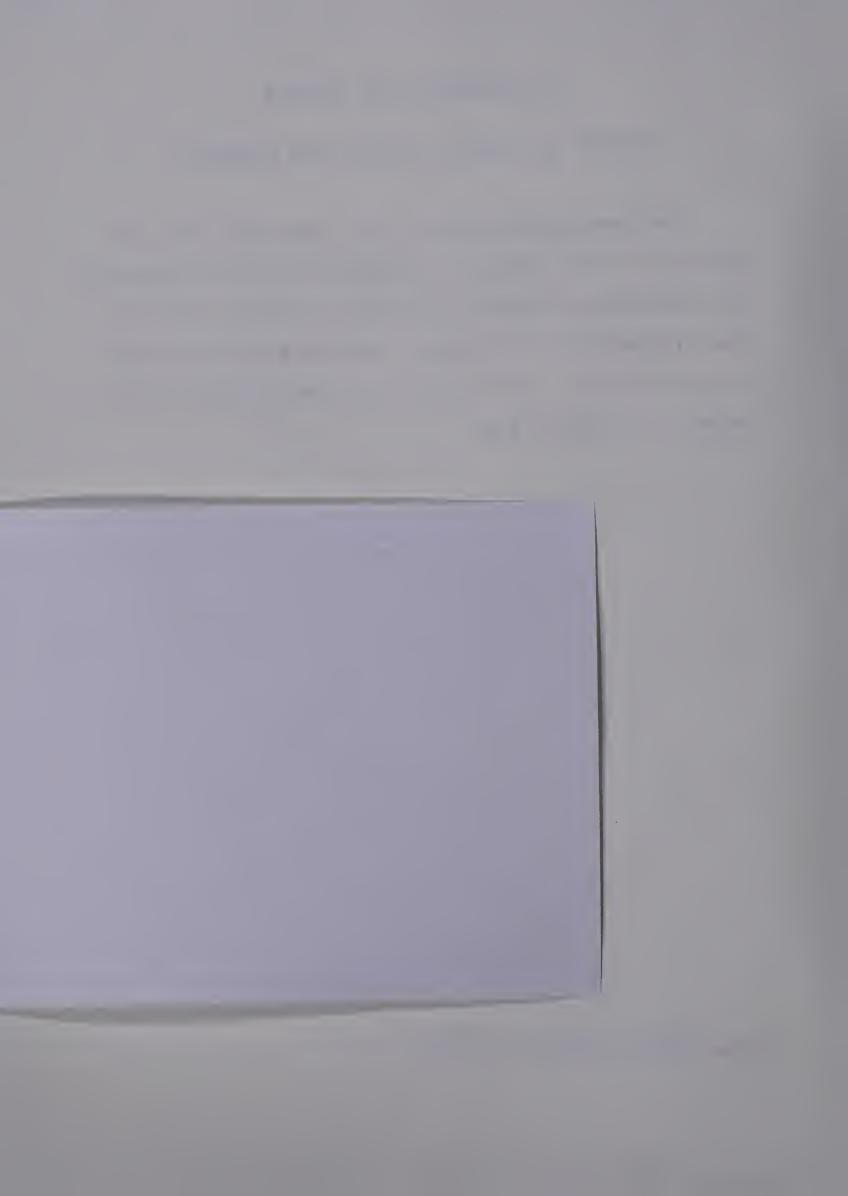


### THE UNIVERSITY OF ALBERTA

## FACULTY OF GRADUATE STUIDES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "A Coaching Certification Program for Field Hockey" submitted by Wendy Diane Carson in partial fulfilment of the requirements for the degree of Master of Arts.

Date September 24, 1975



## DEDICATION

This Thesis is dedicated to Sue Neill, whose enthusiasm, persistance, support and contributions were offered throughout the development of the thesis.



### ABSTRACT

The purpose of this study was to develop a Canadian coaching certification program for women's field hockey that would be acceptable to the Canadian Women's Field Hockey Association.

The sub-purposes of this study were to evaluate three certification clinics and to make revisions and recommendations to the program.

A basis upon which to start building a certification program was needed so the following steps were taken:

- (1) Field hockey associations in other countries and Canadian Women's Field Hockey Association members were contacted with regards to their views on certification.
- (2) The game of field hockey was analyzed and the techniques placed into five progressive levels.
- (3) Level I and Level IV were expanded, for it was at these two levels that certification would take place first.
- (4) The Coaching Association of Canada provided funds for a Canadian Women's Field Hockey Association Working Committee to meet and revise Level I and Level IV.
- (5) Level II and Level III were then developed.



The Canadian Women's Field Hockey Association accepted the certification program in principle in March, 1974 and it was given to the author and the Coaching Committee to develop further.

The O'Keefe Sports Foundation assisted in bringing Miss Brenda Read from Staffordshire, England, to Canada as National Coach. A major responsibility of Brenda Read's was to help implement a certification program.

A Level IV clinic was held in July, 1974, with Brenda Read instructing. Revisions were made to the certification program after the Level IV candidates completed a questionnaire on various aspects of the clinic.

One Level II and two Level I clinics were held in the spring of 1975 and recommendations for future revisions of the program were made after the candidates completed a questionnaire on various aspects of the clinic.

Each of the levels in the certification program had the same format. The level was introduced with a state-ment about what would be expected of a coach who succeeded at this level. Six areas were then outlined in the Local Level. They included a description of the coach at this level, the prerequisites for the candidates, the length of the course, the cost of the course, the course instructors, and the award received by a successful candidate. Level I, Level II and Level III had eight areas outlined. They



included the six areas listed above plus the method of evaluation, and the validity period of the certification at any level.

The material for the course was then outlined to the candidate. All levels again had a similar format with four headings in each. The first was content, the second the objectives of the candidate, the third the method for the dissemination of the material, and lastly the length of time in hours.

The content was divided into various aspects of the game of hockey. One area pertained to the individual techniques needed when in possession of the ball. A second area dealt with those techniques that are needed when attempting to gain possession of the ball. A third aspect for consideration was the techniques needed so a player could work with her/his team-mates against an opponent. A fourth consideration was the development of team play, both in attack and in defense. A fifth area was the techniques needed in goalkeeping. Each level had tactical sessions that were at the level of the candidates and theoretical sessions that did not pertain specifically to field hockey such as the role of a coach, the role of a captain, team selection, development of practices, motivation, conditioning, audiovisual aids, and field hockey research.

Behavioral objectives were defined beside each of



these above areas so that the candidate could read what was expected from her/him after a particular content area had been covered.



### ACKNOWLEDGEMENTS

This author would like to thank her committee,
Miss Ruby Anderson, chairman, Miss Sue Neill, and
Dr. Margaret Ellis, for their time and assistance in the
completion of this thesis.

A thank-you is also extended to those Canadian Women's Field Hockey Association members who so kindly shared their views on certification with the writer, and to Brenda Read, National Coach 1974-75, whose help in organizing the course content was invaluable.

The financial assistance given by the Coaching Association of Canada in bringing the working committee together was very much appreciated.

A special thanks is extended to Kathy Broderick, Canadian Women's Field Hockey Association Coaching Chairman, 1974-75, for her "never-ending" work at organizing the clinics, and the candidates.



## TABLE OF CONTENTS

CHAPTER		Page
I `	STATEMENT OF THE PROBLEM	1
	Introduction	1
	The Problem	2
	.Sub-Problems	3
	Need for the Study	3
	Limitations of the Study	3
	Definitions of Terms	4
ĮI	REVIEW OF LITERATURE	8
	Introduction	8
	The O'Keefe Sports Foundation	10
	The Coaching Association of Canada	10
	Existing Programs - Field Hockey (Women)	11
	Programs in Various Stages of Development	12
	National Coaching Development Program.	12
	Field Hockey Books	13
III	THE DEVELOPMENT OF THE PROGRAM	15
IV	COACHING CERTIFICATION PROGRAM (REVISION II)	2 4
	Local Level Coach	24
	Level I Coach	29
	Level II Coach	37
	Level III Coach	45



CHAPIER		Page
V	SUMMARY AND RECOMMENDATIONS	52
	Summary	52
	Recommendations	5 4
REFERENCE	ES	5 7
APPENDIX	A - FIELD HOCKEY PROGRAMS	61
APPENDIX	B - ANALYSIS OF THE GAME OF FIELD HOCKEY	77
APPENDIX	C - PROPOSED CERTIFICATION LEVELS	82
APPENDIX	D - COACHING CERTIFICATION PROGRAM (REVISION I)	9 4
APPENDIX	E - COACHING CERTIFICATION CLINIC EVALUATION FORM	128



## LIST OF TABLES

TABLE		•		Page
I	`	EVALUATION	SUMMARY	19

.



#### CHAPTER I

#### STATEMENT OF THE PROBLEM

## Introduction

Women's field hockey in Canada was under the jurisdiction of the Canadian Women's Field Hockey Association. The purposes of the Canadian Women's Field Hockey Association were "to promote and to further the best interests of field hockey for women and girls throughout Canada."

All provinces had field hockey associations that were under the guidance of the Canadian Women's Field Hockey Association. These Provincial associations assisted in the development of the game in their cities, schools and communities within the province.

Provincial Associations are interested in improving the standard of play in their area and the coach should be a major contributor to raising this standard. To ensure that correct information is disseminated by the coach to field hockey players, the following should be considered:

(1) A coach needs to have a sound basis in coaching techniques and related areas of study.

Constitution. May, 1975, p. 1.



- (2) A coach should be encouraged by her/his field hockey organization into becoming qualified.
- (3) A progressive program would encourage coaches to keep abreast of the latest developments in the game by attending clinics.
- (4) A program that includes input from coaches from other countries could be of interest due to the fact that different methods of presentation and techniques of coaching would be shown and could thus be evaluated as to their effectiveness in coaching.

The Canadian Women's Field Hockey Association recognized the need to develop coaches and in 1973 the Coaching Committee proposed a Five Year Development Plan for the Association. This plan included the registration of all coaches, the development of a National training scheme for players at both the Junior and Senior levels, Regional Under 23 Tournaments and the development of a National certification program.

## The Problem

The purpose of this study was to develop a Canadian coaching certification program for women's field hockey that would be acceptable to the Canadian Women's Field Hockey Association.



## Sub-Problems

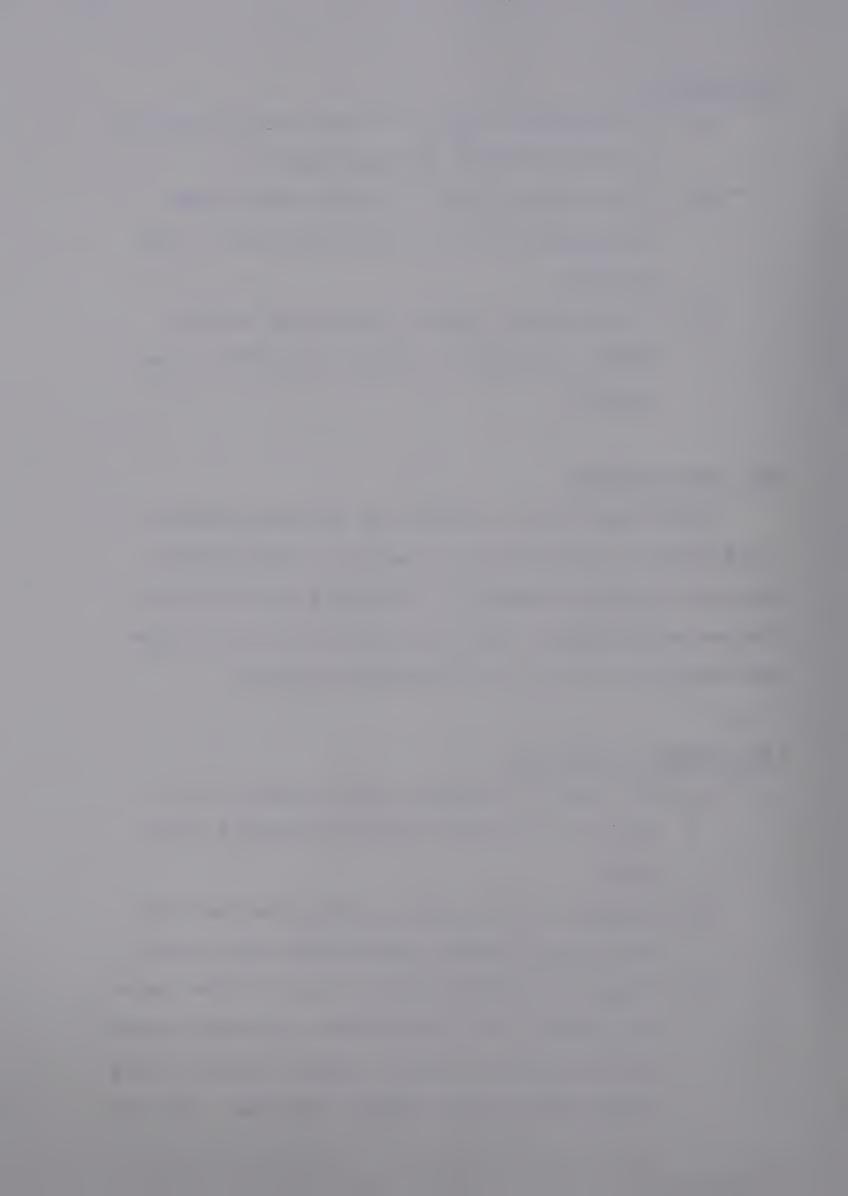
- (1) To evaluate a Level IV clinic and to incorporate the revisions into the program.
- (2) To evaluate a Level II clinic and to make recommendations for future revisions of the program.
- (3) To evaluate a Level I clinic and to make recommendations for future revisions of the program.

## Need for the Study

There was a need in Canada for the development of a field hockey certification program so that coaching standards could be improved. A coaching certification program would supply direction, material, and up-to-date techniques for all coaches who attend a course.

## Limitations of the Study

- (1) The Level IV coaching certification clinic that was evaluated was held without a pilot clinic.
- (2) Coaching certification schemes that had been developed by other associations were studied.
- (3) Suggestions and recommendations for the coaching scheme were received from interested people such as Dorothy Talbot, Canadian Women's Field Hockey Association Coaching Chairman, 1971-75;



Sue Neill, Canadian Women's Field Hockey
Association Finance Chairman, 1971-75; Jean
Macheath, English coach; Eric Broom, University
of British Columbia lecturer; and Geoff Gowan,
Technical Coordinator of the Coaching Association of Canada. Their opinions were examined
and some were accepted into the program.

(4) Level IV, Level II and Level I clinics were attended by a small number of candidates.

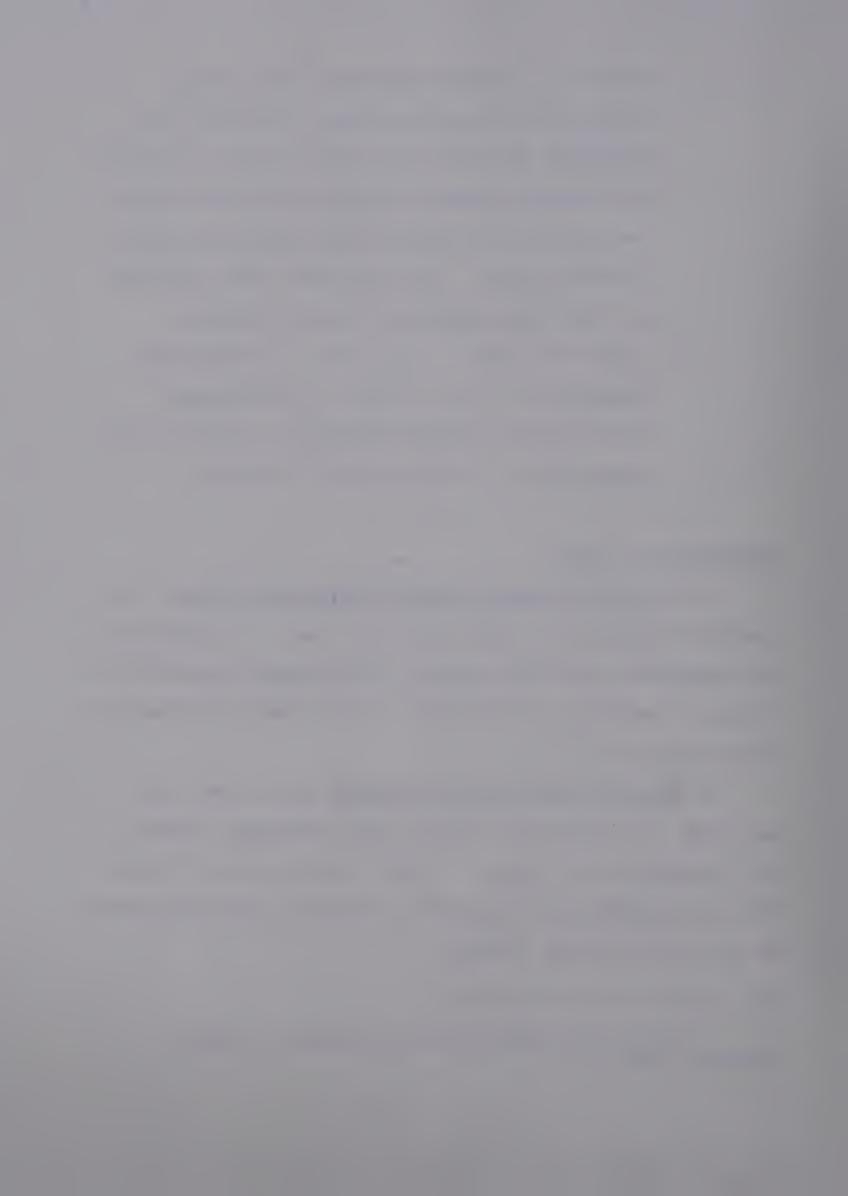
Revisions and recommendations, therefore, were based upon a limited amount of feedback.

## Definition of Terms

The <u>Canadian Women's Field Hockey Association</u>, hereinafter referred to as the C.W.F.H.A., was "an association of recognized Provincial Women's Field Hockey Associations as may be admitted to membership by the Board of Directors of the C.W.F.H.A."

A <u>Coaching Certification Program</u> was a plan that outlined, in progressive levels, the techniques, tatics, and strategies of a game. A coach attained certification through attending and successfully meeting the requirements of the certification clinic.

<sup>&</sup>lt;sup>2</sup> "C.W.F.H.A. Coaching Certification Program." January, 1975, p. l.



A <u>Local Level</u> clinic was "designed to introduce the coaching of field hockey to interested persons with little or no previous background in the sport." 3

A <u>Level I</u> clinic was designed to enable a coach to impart to her/his players, "not only the techniques of the game, but also an understanding of when the techniques could be used to best advantage." 4

A <u>Level II</u> clinic was designed so that a coach could "possess more detailed knowledge of the game... and be able to conduct progressive coaching sessions with a senior team over an extended period of time." <sup>5</sup>

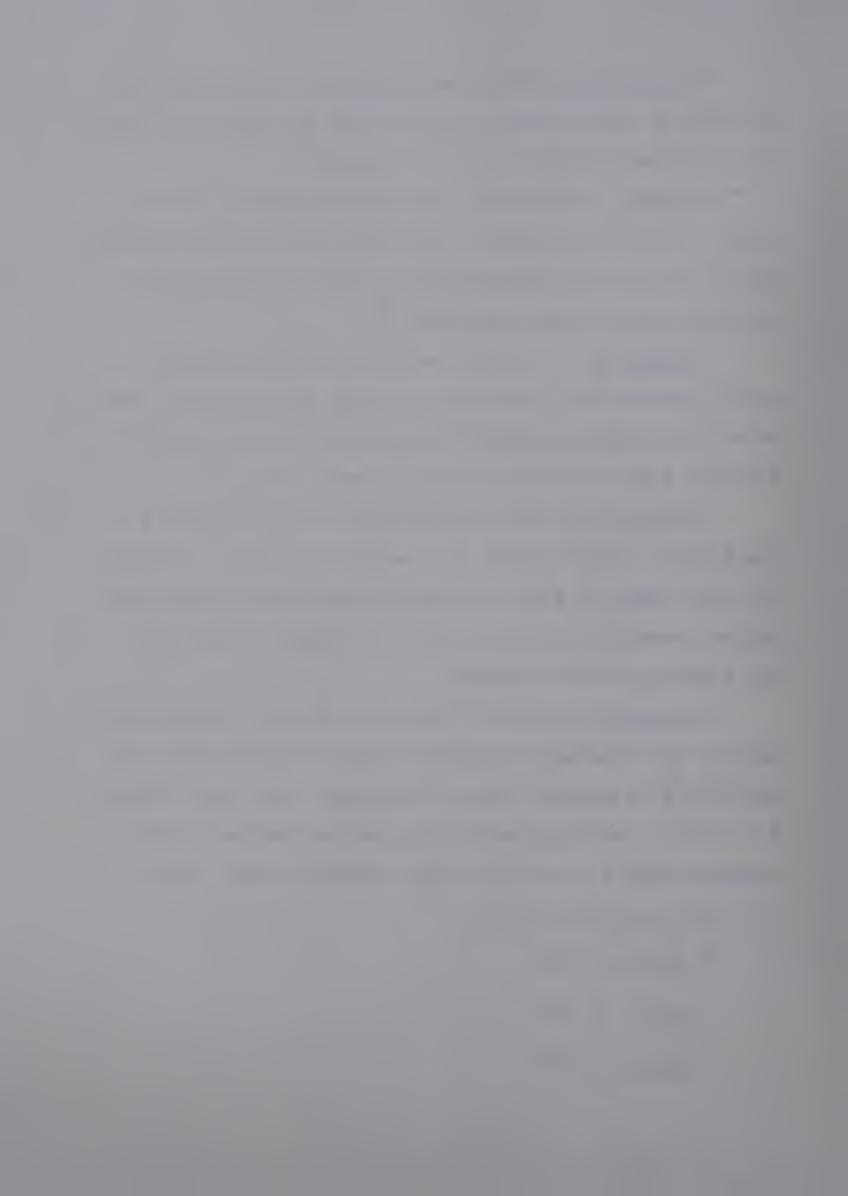
A <u>Level III</u> clinic was designed to familiarize a coach with current trends in international play, to stimulate new ideas so that an innovative approach to the game may be presented to players, and to produce leaders in the coaching field in Canada.

A <u>Level IV</u> clinic was designed so that a coach could possess the knowledge needed to coach or assist with the coaching of a national team or national team level players. A C.W.F.H.A. Working Committee, upon evaluation of the program after a Level IV clinic, adopted a four level

<sup>&</sup>lt;sup>3</sup> <u>Ibid.</u>, p. 15.

<sup>&</sup>lt;sup>4</sup> <u>Ibid.</u>, p. 18.

<sup>&</sup>lt;sup>5</sup> Ibid., p. 23.



system instead of a five level system. As a result, the Level IV material was incorporated into the Level III section.

The <u>Behaviorial Objectives of the Candidate</u> referred to a statement that expressed the terminal actions and knowledge that a candidate would be expected to display. According to Rushall and Siedentop, "each element must be described in observable and measurable terms." This description would enable a candidate to read what was expected of her/him before the evaluation took place at the end of a clinic.

The <u>National Coach</u> referred to an individual who was hired to help improve the calibre of play in field hockey in Canada and to help raise the standard of coaching through assisting with the implementation of a Coaching Certification Program. Brenda Read, through the assistance of the O'Keefe Sports Federation, was hired as C.W.F.H.A. National Coach from July, 1974 to August, 1975.

The <u>Coaching Association of Canada</u>, hereinafter referred to as the C.A.C., was an association for any person interested in coaching. A member received a monthly bulletin containing coaching hints and a list of

Brent S. Rushall and Daryl Siedentop, <u>The Development and Control of Behavior in Sport and Physical Education</u>. (Philadelphia, 1972), p. 39.



the many audio-visual materials that were available for purchase.

The <u>Canada Summer Games</u> was a government-supported sports event that occurred every four years. The purpose of the Games was "to stimulate enthusiasm for amateur sports throughout the country and to strengthen mutual understanding and friendship among athletes from different areas of Canada."

Canada Games Council, Canada Games Handbook. (Ottawa, 1975), Section I, Chapter I, p. 1.



### CHAPTER II

### REVIEW OF LITERATURE

### Introduction

"Techniques in coaching have become increasingly more scientific during this century. The intricacies and complexities in the coaching situation reach far beyond the grasp of the average person."8

This statement points out that an individual who has an interest in coaching, no matter how great that interest might be, is not in a position to do an adequate job until she/he has received some background in the techniques of coaching.

The coach, according to Maetozo, influences a player more than any other factor. 9 Many people, however, do not have any background for managing and developing athletic teams or athletes and yet they want to become involved in the coaching area. These individuals need to feel that they have been prepared for such a task and that the athletes are receiving correct information from them.

Robert N. Singer, <u>Coaching</u>, Athletics and Psychology. (New York, 1972), p. 1.

Matthew G. Maetozo, "Standards of Professional Preparation for Athletic Coaches", in Certification of High School Coaches. (A.A.H.P.E.R., 1971), p. 7.

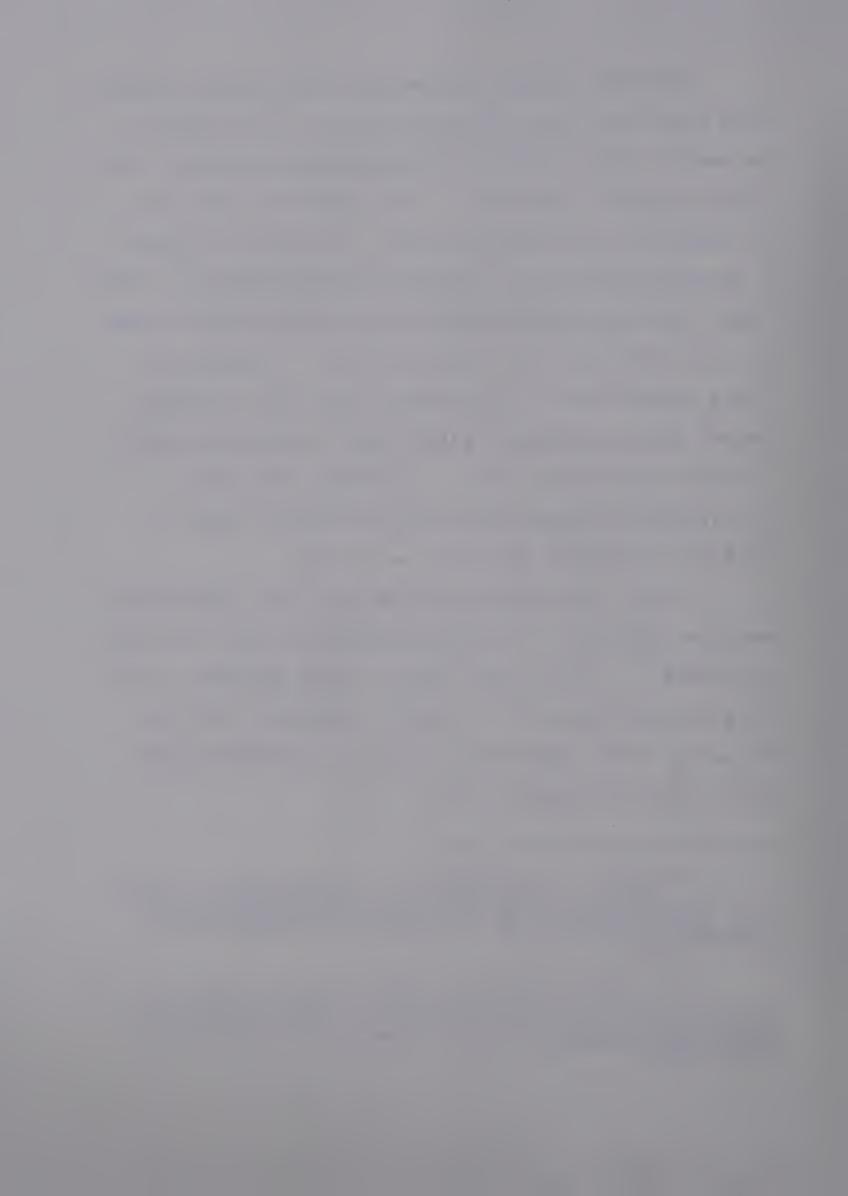


Untrained coaches, stated Esslinger, cannot extract from a performer his athletic potential. 10 He went on to mention that in order to have quality education, there must be quality leadership. This statement could also be applied to the sporting realm. In order to produce a quality athlete who is capable of progressing to a high level, quality coaching must be received by that athlete at every level to which she/he aspires. A coach who lacks preparation in the coaching area, will be handicapped when assisting an athlete who is working towards a higher performance level. Esslinger felt that a certification program would ensure, that at least, a minimal requirement was met by any coach.

A view, expressed by Gillian, was that individuals who are interested in coaching beginners should be highly qualified. Il He felt that many of these beginners could be young athletes with no playing experience and hence it was of vital importance to give a sound basis upon which to build further skills.

<sup>10</sup> Arthur A. Esslinger, "A Proposed Plan for Certification of High School Coaches", in Certification of High School Coaches, ed., M.G. Maetozo (A.A.H.P.E.R., 1971), p. 27.

<sup>11</sup> F. Gardner Gillian, "The Principal Looks at Coaches and Their Qualifications", in <u>Certification of High School Coaches</u>, ed., M.G. Maetozo (A.A.H.P.E.R., 1971), p. 9.



### The O'Keefe Sports Foundation

In 1973, Carling O'Keefe Brewery made available a large sum of money to be used by Canadian sports governing bodies. The objective of the Foundation was "to encourage and improve amateur sport in Canada, specifically through the medium of coaching." 12 This annual grant was to be used to train selected Canadian coaches and to make use of the services of top coaches from abroad. The Carling O'Keefe Brewery could have directed this money into many different areas of sport such as facilities, player development, and research; however, the area of coaching improvement was selected because of the need that Canada had for upgrading the standard of coaching.

# The Coaching Association of Canada

The C.A.C. was encouraging Canadian sport governing bodies to develop a coaching scheme that would upgrade the standard of coaches and thus the level of play.

Dr. Geoff Gowan, Technical Coordinator, has been employed by the C.A.C. since August, 1972. One of his primary responsibilities during the years 1972 to 1975, was to assist sport organizations in the development of their coaching certification programs. Gowan pointed out to the National Sport Governing Bodies that certain procedures

<sup>12 &</sup>quot;O'Keefe Launches Sports Foundation", Coaching Association of Canada Bulletin No. 2 (C.A.C., 1973), p. 1.



should be considered when developing a certification program. They are: 13

- (1) Critical examination of existing programs.
- (2) Determining the number of levels needed.

  Of these levels does the National Association run all of them?
- (3) Examination procedures.
- (4) Movement from one level to another.
- (5) The examiner(s).
- (6) Personnel who are capable of developing course content, running clinics.
- (7) Finances.
- (8) Incorporation of "old coaches" into the "new" system.

# Existing Programs - Field Hockey (Women)

The All England Women's Hockey Association had a Coaching Qualification Scheme which consisted of two levels: the "Coach Award" and the "Advanced Certificate" (Appendix A). In addition to these two levels a separate program entitled the "Junior Secondary Teacher's Hockey Certificate" was formulated so that teachers could be recognized for their ability to coach players under the

Geoff R. Gowan, "Coaching Certification. Questions to be Asked by Working Committee". Information sheet, (C.A.C., 1973), pp. 1-2.



age of fourteen (Appendix A).

The Scottish Women's Hockey Association had a certification program that led to an "Elementary Coaching Certificate" (Appendix A).

# Programs in Various Stages of Development

Many Canadian Associations such as archery, badminton, boxing, curling, field hockey (men), figure skating, football, gymnastics, skiing, cross country skiing, speed skating, soccer, synchronized swimming, track and field, volleyball and yachting adopted a five level program.

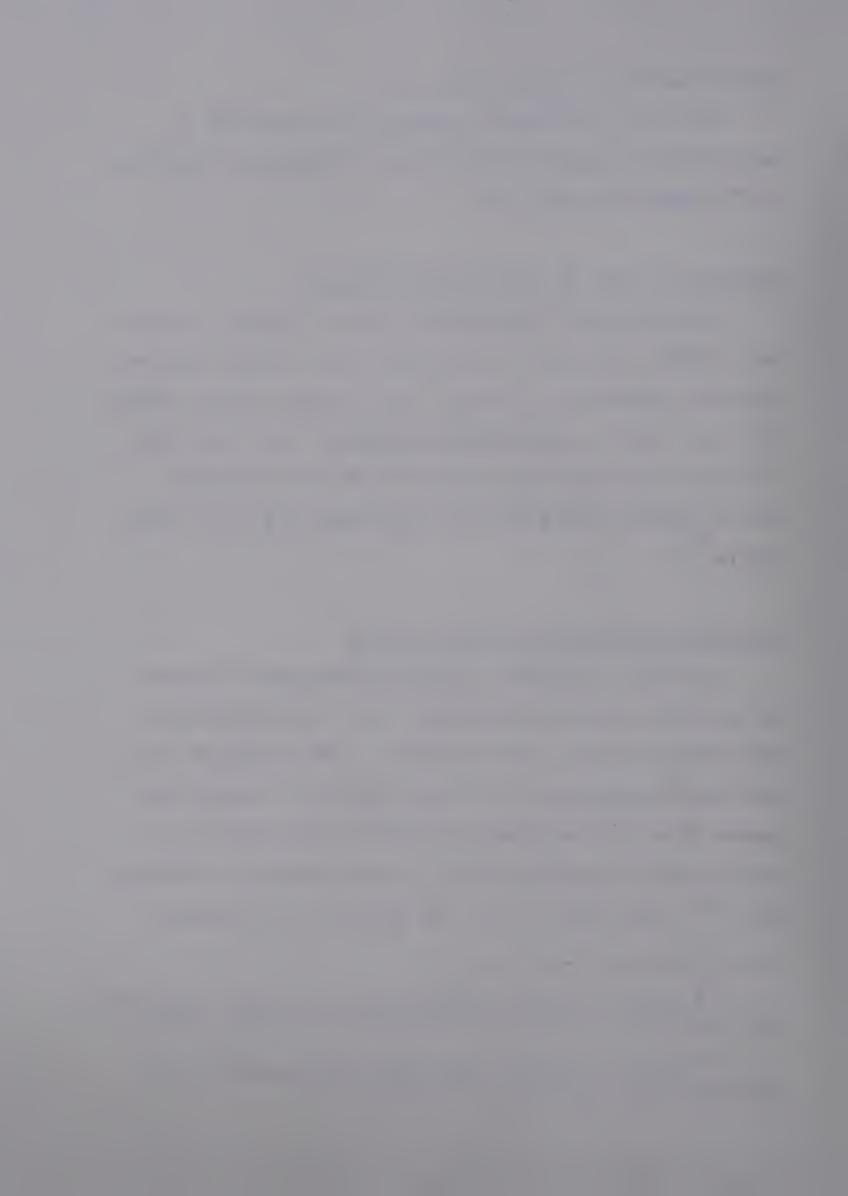
Many of these associations had developed the first three levels. 14

# National Coaching Development Program

In 1974, a National Coaching Development Program for coaches was designed by the C.A.C. and the Ontario Department of Youth and Recreation. The purpose of this horizontal program was "to ensure that all functioning coaches have the necessary fundamental knowledges and skills that are prerequisites to their coaching effectiveness." This material was not specific to the sport,

<sup>14</sup> Geoff R. Gowan, "Development of Various Certification Programs", a Letter to the Author, (C.A.C., 1975).

<sup>15</sup> Geoff R. Gowan, "Coaching Certification", unpublished material, (C.A.C., 1974), p. 2.



such as leadership, sport psychology, motor learning, sport's medicine, biomechanics, growth and development, exercise physiology, and training methods. <sup>16</sup> The C.A.C. were encouraging Sports Governing Bodies to incorporate this horizontal plan into their certification scheme. The link between the horizontal and vertical programs was to start at Level I of the horizontal program, proceed to the first level of the vertical (sport) program, and gain experience by coaching and putting the material from these clinics into practical use. A candidate would then move on to Level II of the horizontal program.

## Field Hockey Books

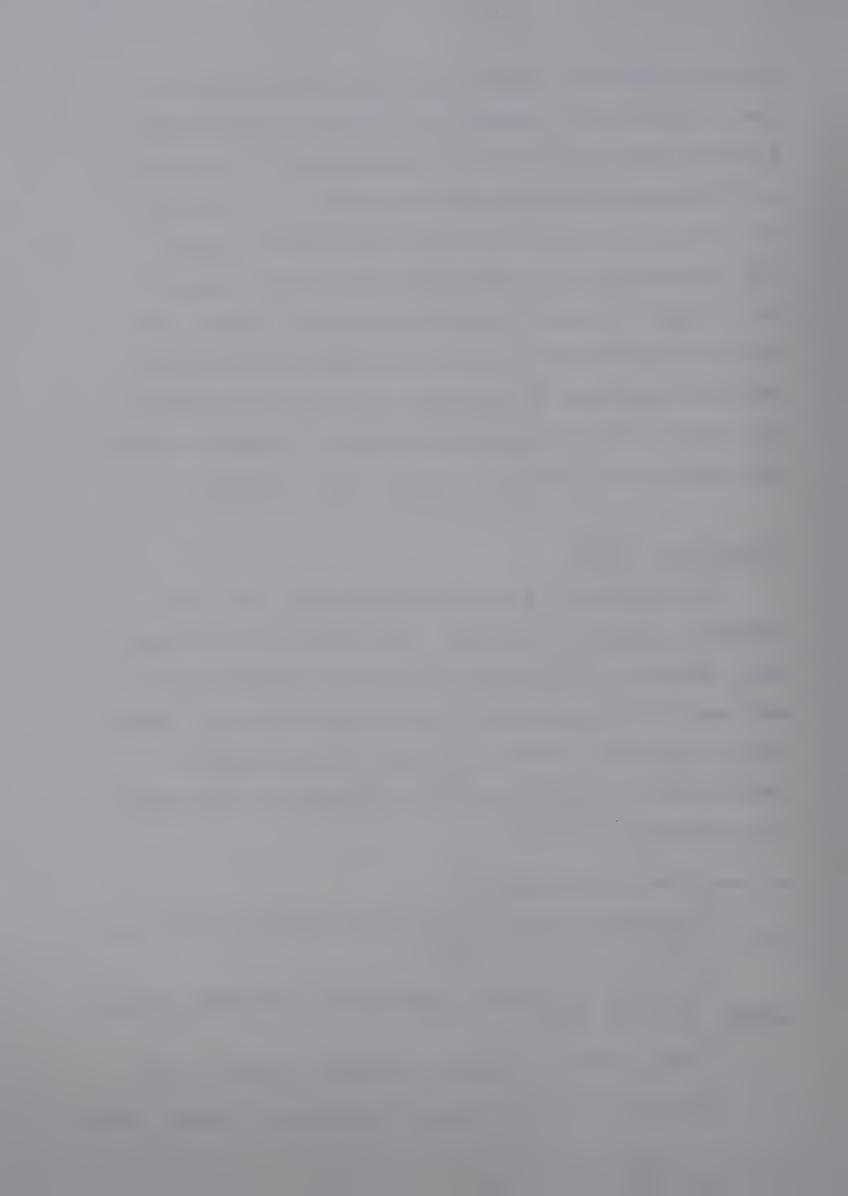
Few books on field hockey stated the order that techniques should be learned. The outline for the techniques, however, was frequently the same. The headings in most texts started with the dribble, then the push, stopping and receiving, drive, tackling, flick, evasion, attack tactics, defense tactics, goalkeeping, and lastly, set situations. 17,18,19

<sup>16</sup> National Coaching Development Program, Instructor's Manual, Level I, (C.A.C., 1974).

Mildred J. Barnes, <u>FIELD HOCKEY</u>, The Coach and the <u>Player</u>, (Boston, 1969).

<sup>18</sup> Melvyn Hickey, <u>Hockey for Women</u>, (London, 1962).

<sup>19</sup> Carol A. Bryant, Hockey for Schools, (London, 1969).



Before leaving Canada in 1975, Brenda Read wrote a handbook for teachers who wanted to introduce the game to beginners. The material in this book progressed from dribbling and evasion, to the push pass, then the drive, receiving, tackling, goalkeeping, set situations, structuring practices, introducing the game, attack and defence duties, and tactical ideas.

Brenda Read, <u>Field Hockey for Beginners</u>, A Hand-book for Teachers, (C.W.F.H.A., 1975).



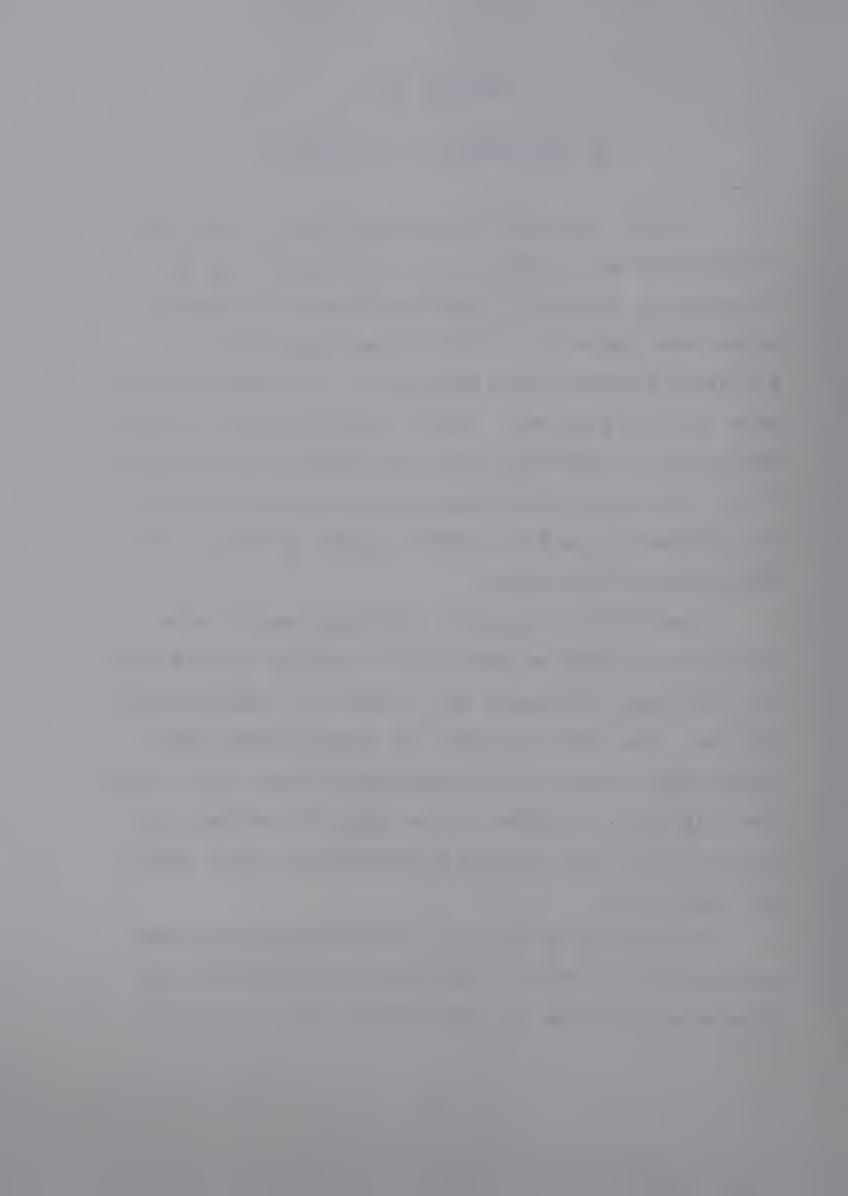
### CHAPTER III

### THE DEVELOPMENT OF THE PROGRAM

A basis upon which to start building a certification program was needed and thus individuals who had expressed an interest in the development of a coaching scheme were contacted. Field Hockey Associations in different countries were contacted in an attempt to examine existing programs. The All England Women's Hockey Association's Coaching Scheme was received and reviewed. Plans were received from the C.A.C., on various sports, and information such as content, number of levels, and implementation was noted.

The C.W.F.H.A. Coaching Committee members were contacted in order to obtain their opinions on what areas of study they felt should be included in a certification program. The 1973 Provincial and Canada Summer Games coaches were asked for the preparation that they received for coaching in relation to the number of courses they had attended, their playing experience, and their coaching experience.

An analysis of the game of field hockey was done (Appendix B). Different techniques and tactics of the game were identified and then placed into five levels,

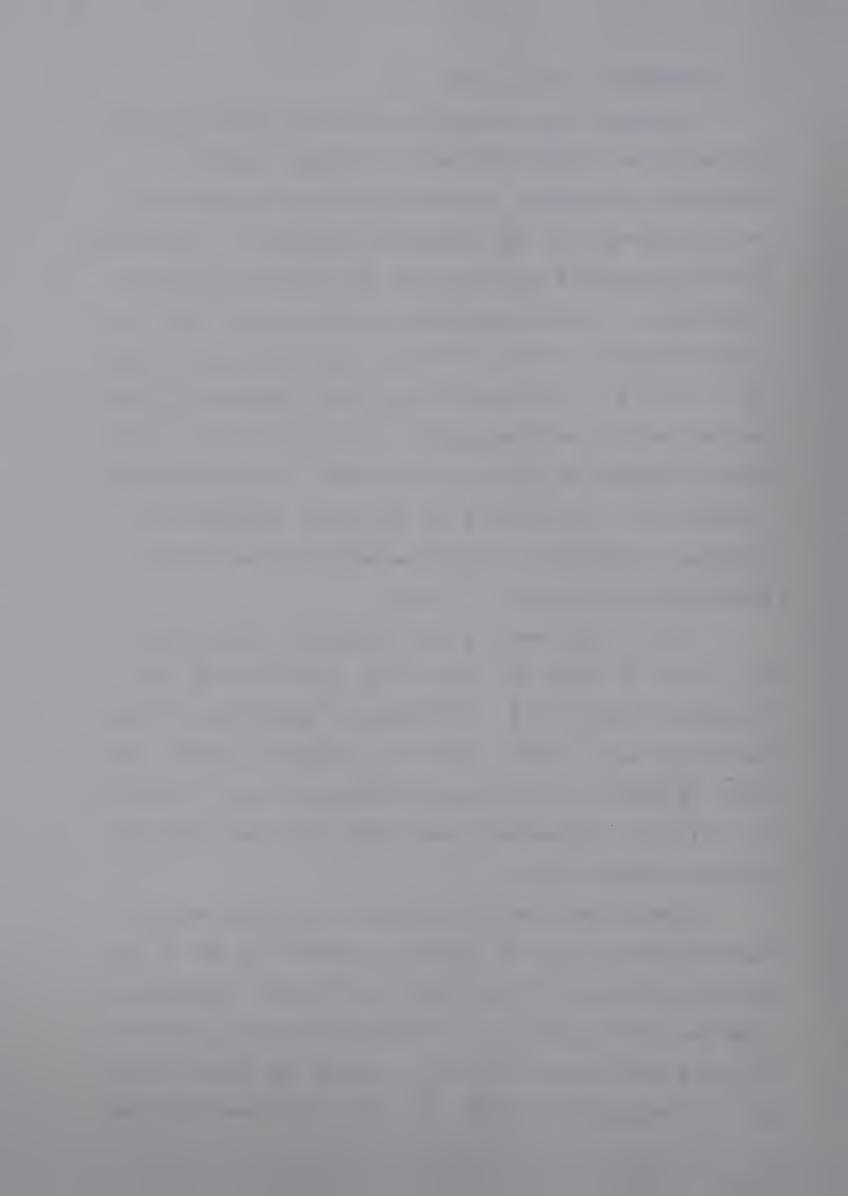


as recommended by the C.A.C.

A proposal was constructed that included the level, prerequisites, length of course, content, method of evaluation, examiners, description of the coach, and the validity period for the successful candidate. The content material, provided the basis for the design of the prerequisites. It was recommended in the proposal that the examiner initially be an individual who was from outside the C.W.F.H.A. This material entitled "Proposed Certification Levels", was presented to the March, 1974 Annual General Meeting of the Association for its consideration (Appendix C). The members at the A.G.M. accepted the program in principle and permission was given by the Association to develop it further.

Level I and Level IV were expanded (Appendix D) for it was at these two levels that certification was to begin. A C.W.F.H.A. Certification Committee, of which the writer was a member, then met to approve Level I and Level IV and to clarify points that were vague. Level II and Level III (Appendix D) were then developed from the original overall plan.

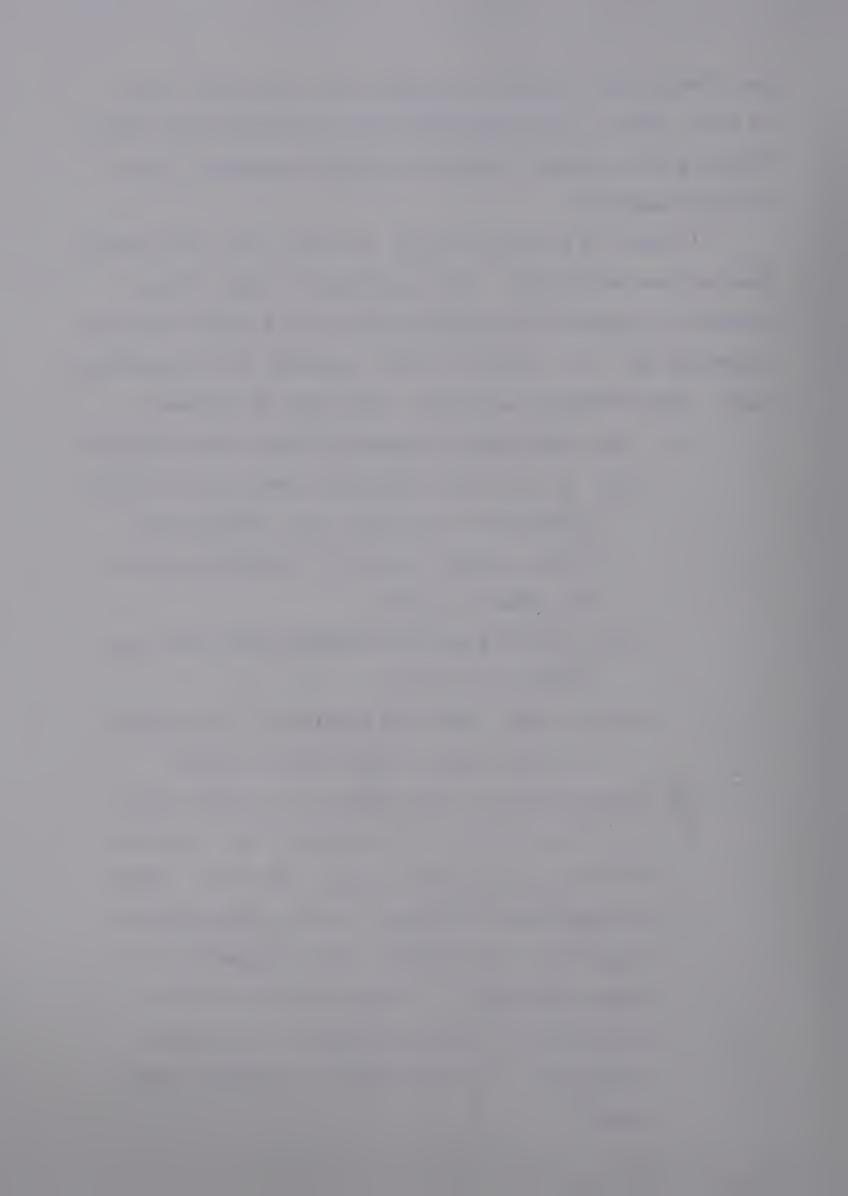
Brenda Read from Staffordshire, England, was contacted by the C.W.F.H.A. Coaching Chairman to see if she would be interested in assuming the National Coach position for the Association. A budget submission was sent to the O'Keefe Sports Foundation asking for their assistance in bringing Miss Read to Canada. Both materialized



and Brenda Read arrived in Canada, for a one year term, in July, 1974. Her appointment involved travelling across Canada giving hockey clinics to players, coaches, selectors and umpires.

A Level IV clinic was held in July, 1974 with Brenda Read as the instructor. An evaluation of Level IV was obtained by means of a questionnaire sent to each candidate (Appendix E). As a result of the responses to the questionnaire, major changes occurred. They were as follows:

- (1) Five levels were changed to four levels because:
  - (a) The C.W.F.H.A. Working Committee felt that the Level IV material was complete and only a small amount of information could be added to Level V.
  - (b) Fine distinctions between the levels was difficult to make.
  - (c) A local level was needed for individuals who were new to the game of hockey.
- (2) The numbering of the levels was changed from I, II, III, IV and V to Local, I, II, and III. This change occurred because the first level was designed for anyone who was interested in becoming a field hockey coach regardless of past experience. Its emphasis was on the attainment of sound knowledge in the basic techniques. It was therefore renamed "Local Level".



- (3) The evaluation procedure for the Local Level
  was changed and attendance at the clinic was
  the only criteria that qualified the candidate for a Local Level participation certificate.
- (4) The National Coach specifically requested that more emphasis be placed on coaching the game.

  Content was then adjusted to include this aspect.
- (5) The marking procedure of the practical section of the Level IV clinic was found to be inade-quate. The percentage grade was changed to a pass-fail grade in Level I, II and III.
- (6) The candidates felt it best if their practical examination was held some time after the clinic so that they could assimilate the material from a certification clinic and put it into practice before being tested. This procedure was adopted into the new levels.

One Level II certification clinic and two Level I certification clinics were held in the spring of 1975 with the revised program in operation. All candidates were asked to evaluate the clinic by responding to a questionnaire that was similar to the Level IV form, with minor variations (Appendix E). The results of the Level IV, the Level II and the Level I clinics were compiled and Table I shows a percentage breakdown for each question.

The responses by the candidates indicated where future



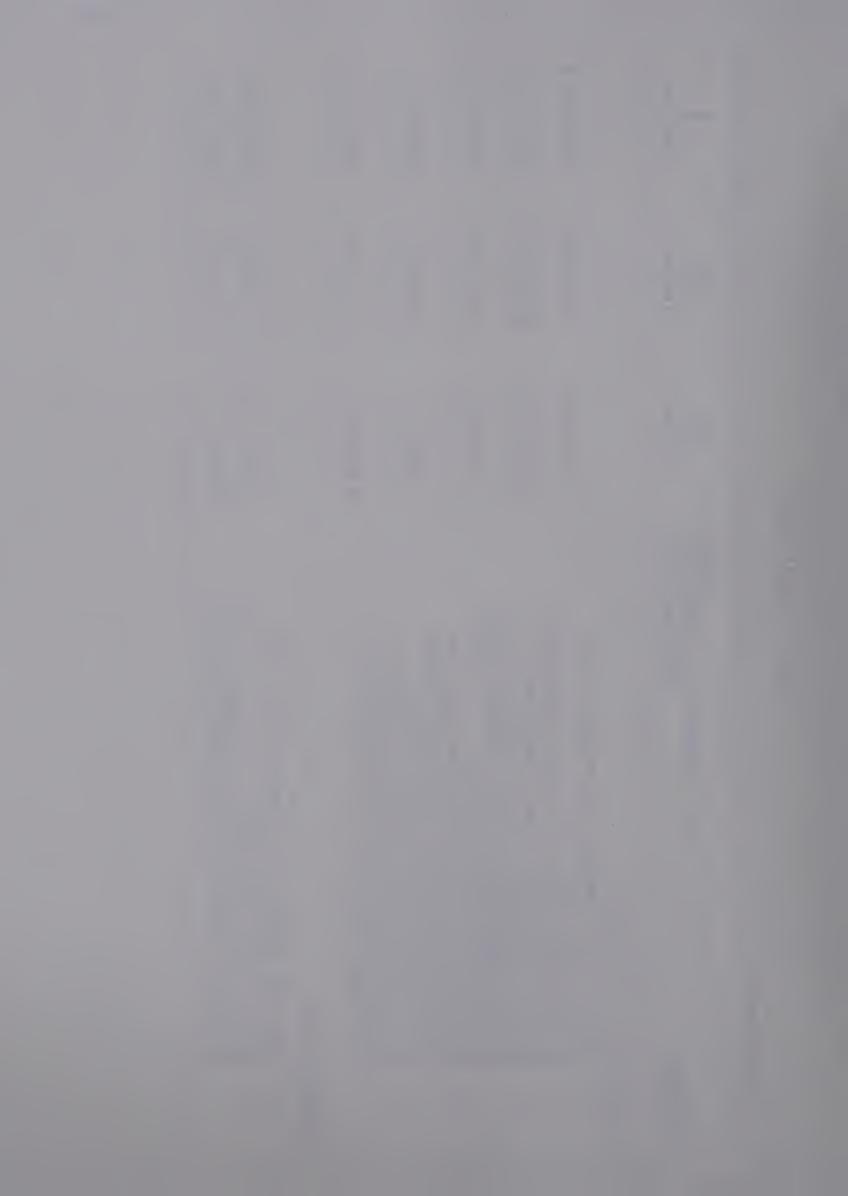
TABLE I EVALUATION SUMMARY

LEVEL NUMBER OF CANDIDATES HEADING RESPONSES (%)	IV 8 Yes/No	II 11 Yes/No	I 7 Yes/No
ADMINISTRATION  1. Did you receive adequate information prior to the clinic? 2. Was the length of the clinic suitable? 3. Was the time of year suitable to you?	37.5/62.5 100.0/ 0.0 87.5/12.5	63.6/36.4 45.5/54.5 91.0/9.0	42.8/57.2 100.0/ 0.0 71.4/28.6
. Were the facilities for the clini suitable? Did you fool the proposation we	87.5/12.5	63.5/36.4	100.0/ 0.0
<ul> <li>Did you ree! the prefequisites we suitable?</li> <li>Did you feel that there was enoug</li> </ul>	87.5/12.5	72.7/27.3	85.7/14.3
ne to review notes, exchar d just relax?	87.5/12.5	36.4/63.6	28.6/71.4
EN -			
ontent of the course c prior to the clinic? ave any preconceived i	75.0/25.0	100.0/ 0.0	0.0/100.0
ou were going to get out of tand were they met?	100.0/ 0.0	81.8/12.2	85.7/14.3
Jhly? If NO,what areas woul ize or de-emphasize? Ifeel that each session was	62.5/37.	3.6/36.	.4/2
tive to you? If NO, ple	100.0/ 0.0	63.6/36.4	100.0/ 0.0



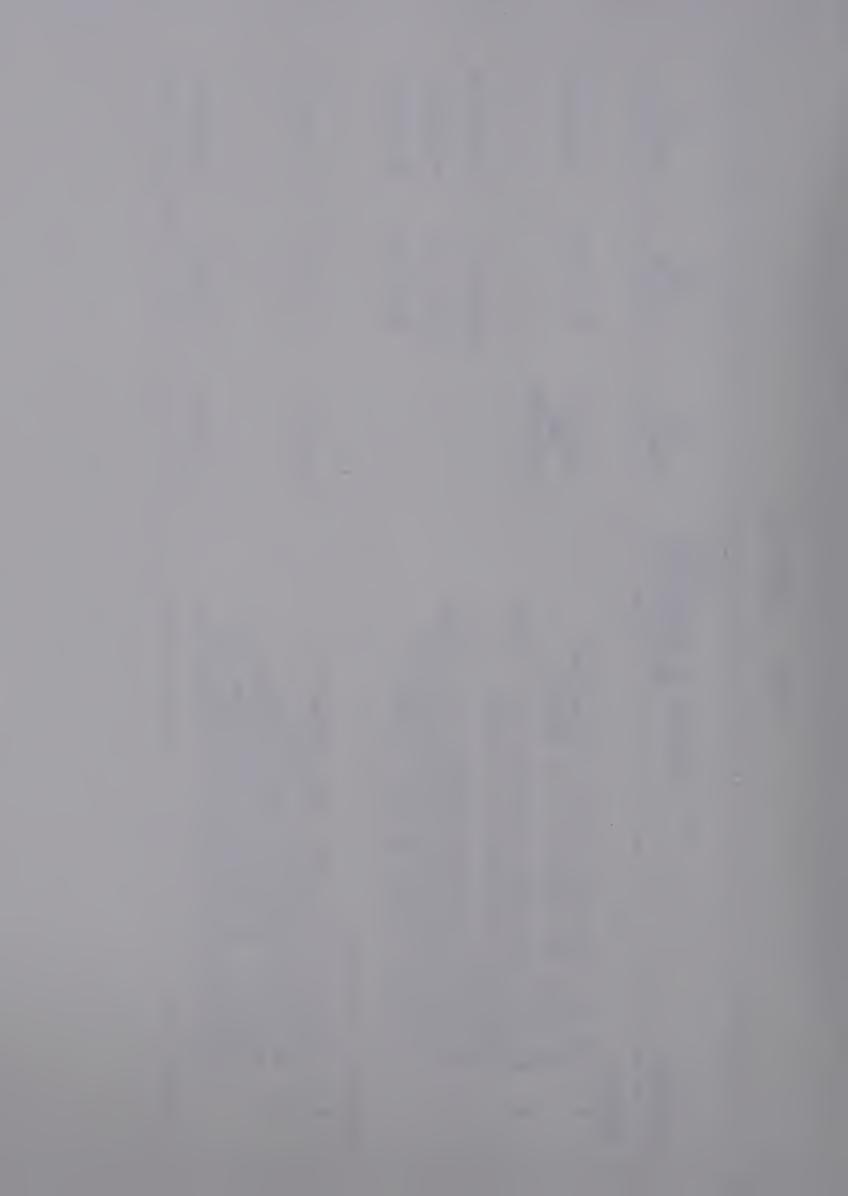
# TABLE I (CONTINUED)

LEVEL NUMBER OF CANDIDATES HEADING RESPONSES (%)	IV 8 Yes/No	II 11 Yes/No	I 7 Yes/No
LUATION PROCEDURES Did you feel adequately prepared for writing the exam?	75.0/25.0	45.5/54.5	57.2/43.8
you feel you were given suff to complete the written exa you feel that the questions	100.0/0.0	63.6/36.4	85.7/14.3
ten exam tested your knowledge rstanding of the game? ou feel that having the practic	75.0/25.0	72.7/27.3	85.7/14.3
tion no sooner than two mon the clinic is a good idea? feel that the format for t	OMITTED	81.8/18.2	57.2/43.8
practical evaluation was adequatelexplained to you?	100.0/ 0.0	27.3/72.7	28.6/71.4
PRESENTATION	. •	,	
ntation suit-	0.0 /0.001	81.8/18.2	100.0/ 0.00
to express	100.0/0.00	91.0/ 9.0	0.0 /0.001



# TABLE I (CONTINUED

LEVEL NUMBER OF CANDIDATES HEADING RESPONSES (%)	IV 8 Yes/No	II 11 Yes/No	T 7 Yes/No
ou find to the 1? ou feel	Manual Not Available	91.0/ 9.0	0.00/100.0
o the material that l that the manual wi erence source when y l that the manual in	;	100.0/ 0.0	100.0/ 0.0 85.7/14.3
DUCTING CLINICS  Do you feel you have been adequa prepared to conduct a clinic?	12.5/87.5	7	71.4/28.6
instructed in how instructed in how If NO, do you feel hould be covered a t has obtained a c	62.5/37.5	54.5/45.5	. 71.4/28.6



revisions to the program could take place. In the administrative area, half of the candidates felt that they received the information about the clinic too late. This material, if received early, would help the participants in preparing for the clinic. A second comment in the administrative area pertained to the amount of free time the candidates had to review notes. The participants from the Level II and the Level I clinics expressed the view that their days were full and they did not have enough free time to review notes and to exchange ideas.

A second area for change pertained to content and how efficiently it was covered. The Level I candidates did not receive a course outline prior to the clinic. This point again emphasized the need for early mailing of all pertinent information. Approximately one-third of the participants at all clinics felt it important to have more time spent on the art of coaching a full game situation so that each candidate would have this experience. This point was included as a revision to the first program, however, these responses showed that the time spent on the art of coaching the game should once again be increased.

A third area for consideration had to do with the evaluation procedures. Half of the candidates from the Level II and the Level I clinics did not feel prepared to write the final exam. Many of the comments pertained to the lack of time during a day to review notes and to



the length of day which caused them to be too tired to study. Approximately 72% of the participants did not feel that the practical examination was adequately explained to them. The candidates wanted to be fully informed as to what would be expected of them during their practical examination.

A fourth area for consideration for possible revision to the program concerned the lack of preparation received by the participants for conducting future clinics. As can be noted from Table I, 87.5% of the Level IV candidates and 72.7% of the Level II candidates did not feel adequately prepared to conduct a clinic. The candidates realized that they may not achieve an acceptable standard and therefore not be qualified to instruct at a certification clinic. However, it was felt that the Provincial Associations would still ask them to conduct clinics in their area and it was therefore important that they knew how to conduct these clinics.



### CHAPTER IV

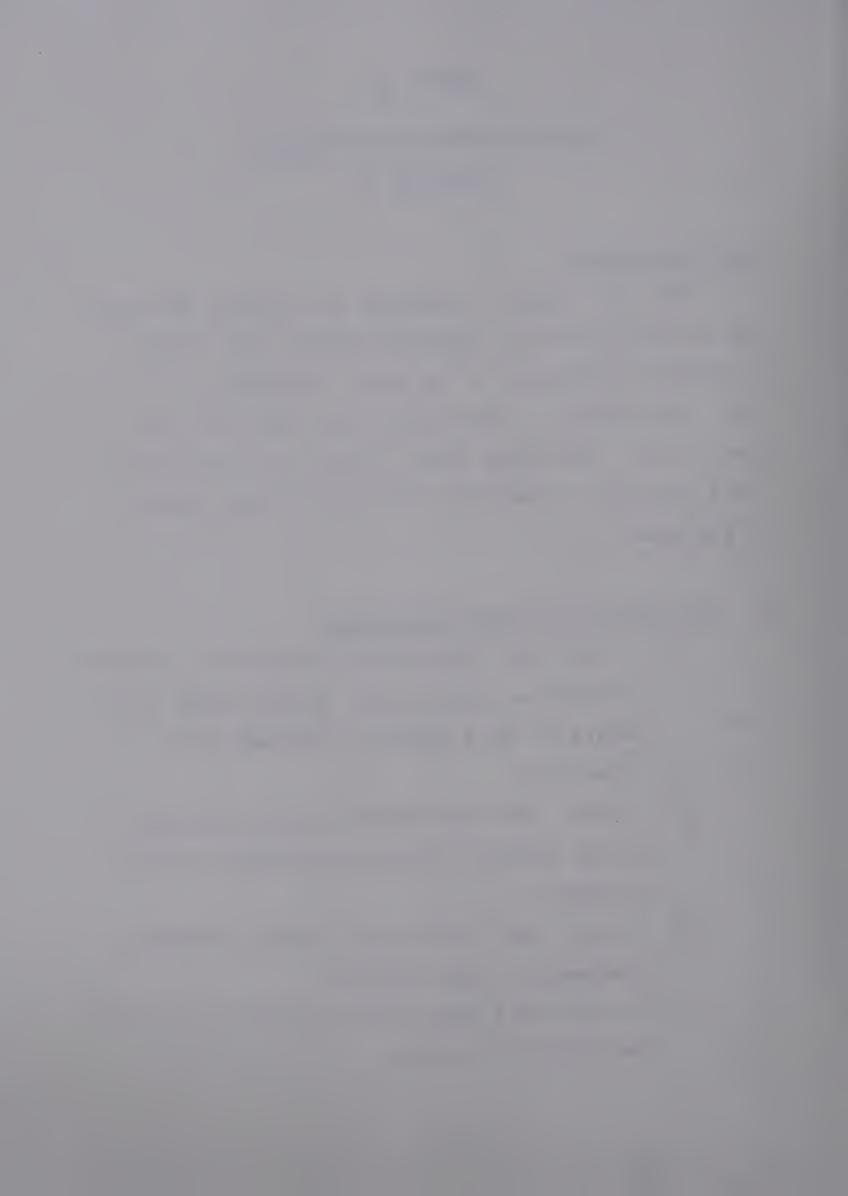
### COACHING CERTIFICATION PROGRAM (REVISION II)

### Local Level Coach

The Local Course is designed to introduce the coaching of field hockey to interested persons with little or no previous background in the sport. Attendance at a Local Level Course is acknowledged by a participation certificate. The course should assist participants to coach beginners in the basic skills and simple tactics of the game.

### A. Description of a Local Level Coach

- (1) A Local Level Coach should be able to introduce the game to beginners and instruct them in the basics of field hockey as outlined in the objectives.
- (2) A Local Level Coach should possess knowledge of the essential techniques required to play the game.
- (3) A Local Level Coach should possess elementary knowledge of simple tactics.
- (4) A Local Level Coach should be able to interpret the rules of the game.



### B. <u>Prerequisite</u>

- (1) Candidate must have read the manual and the rules book.
- (2) Minimum 16 years of age.

### C. Length of Course

Total 7 hours.

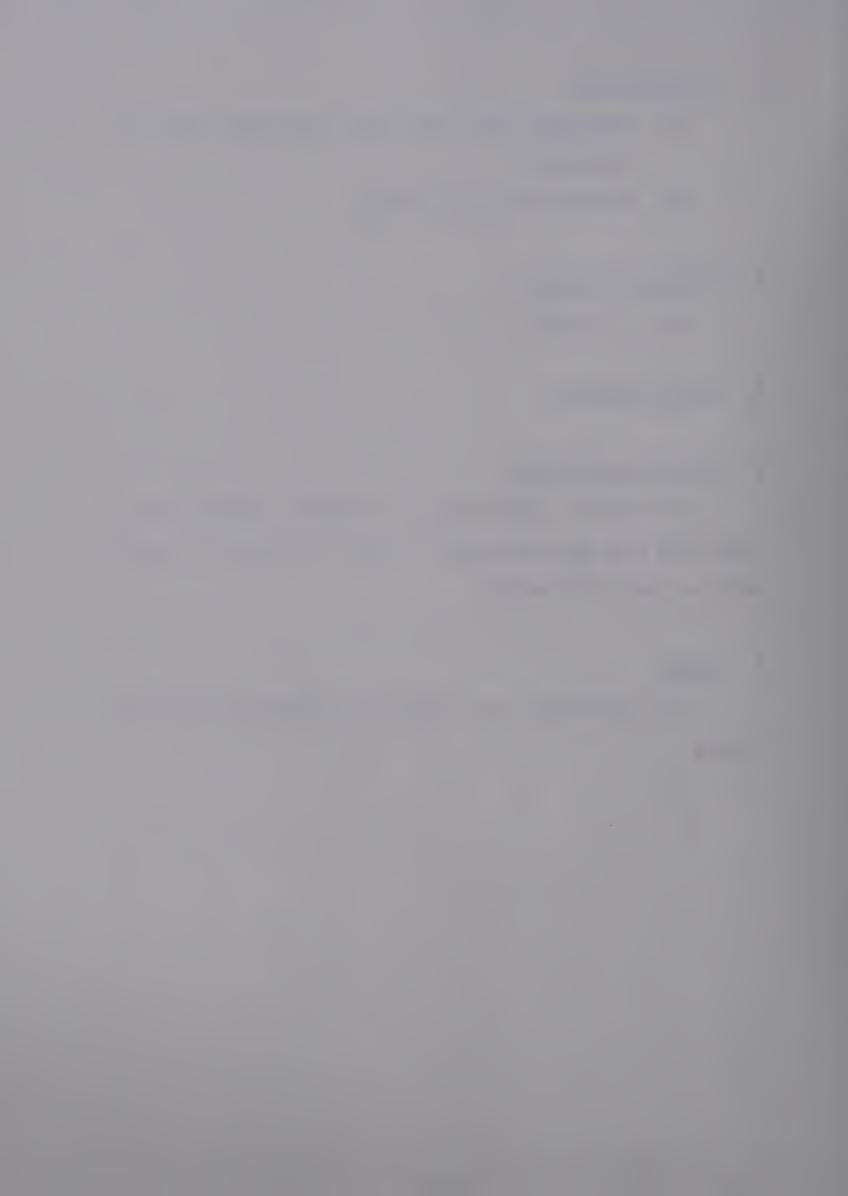
### D. Cost of Course

### E. Course Instructors

Individuals appointed by a Coaching Certification Committee who have obtained a Level I, II or III certificate or their equivalent.

### F. Award

The candidates will receive a participation certificate.



# LOCAL LEVEL CERTIFICATE CONTENT

TIME (HOURS)	3/4	1/4		1/2
DISSEMINATION OF MATERIAL	Film Lecture	Lecture	Instructor - explain - demonstrate Candidate - participate	Instructor - explain - demonstrate Candidate - participate
	1.	Ċ.	2 .	2.
OBJECTIVES OF CANDIDATE	Describe the aim of the game and its procedure.	<ol> <li>Describe the field markings and surface requirements.</li> <li>Recommend suitable equipment for individual players.</li> </ol>	1. Demonstrate these essential techniques. 2. Teach these basic techniques. 3. Detect and correct fundamental errors evident when these techniques are executed.	<ol> <li>Demonstrate the stance and positioning.</li> <li>Demonstrate basic stopping and clearing techniques.</li> <li>Teach these stopping and clearing techniques.</li> </ol>
CONTENT	Description of the game.	Playing areas and equipment.	The essential tech- niques for playing the game. Dribbling. Evasion. Dodging. The push. Receiving. Receiving. Tackling - Straight.	The rudiments of goalkeeping.
1	A		ပ်	



TIME (HOURS)	3/4	_	1/4
DISSEMINATION OF MATERIAL	Instructor - explain - demonstrate Candidate - participate	Instructor - explain - demonstrate Candidate -participate	Instructor - explain - demonstrate Candidate - participate
	2 .	2 .	2
OBJECTIVES OF CANDIDATE	Design suitable practices. Organize practices. Make an effective demonstra- tion. Using appropriate techni- ques for communicating informa- tion.	Describe a basic defensive system and help players with positioning.  Describe basic offensive strategy and help players with positioning.  Explain elementary principles of passing.	Understand the rules. Incorporate the rules during coaching sessions.
	4	3. 2. 3.	2
CONTENT	Coaching method. Structuring practices. Organizing large groups. Presentation of demonstration. techniques.	Basic principles of offence and defense and how to coach the game.	Rule Interpretation. Rule 11 Offside. Rule 12 Fouls.
	•	· .	• •



CONTENT	OBJECTIVES OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
Set play situations. Centre bully. Free hit. 16 yard hit. Push-in. Penalty corner	1. Explain the procedure for each situation. 2. Relate the rules governing each situation. 3. Organize players into position both offensively and defensively.	1. Lecture 2. Instructor - explain - demonstrate 3. Candidate - participate	1/2



### Level I Coach

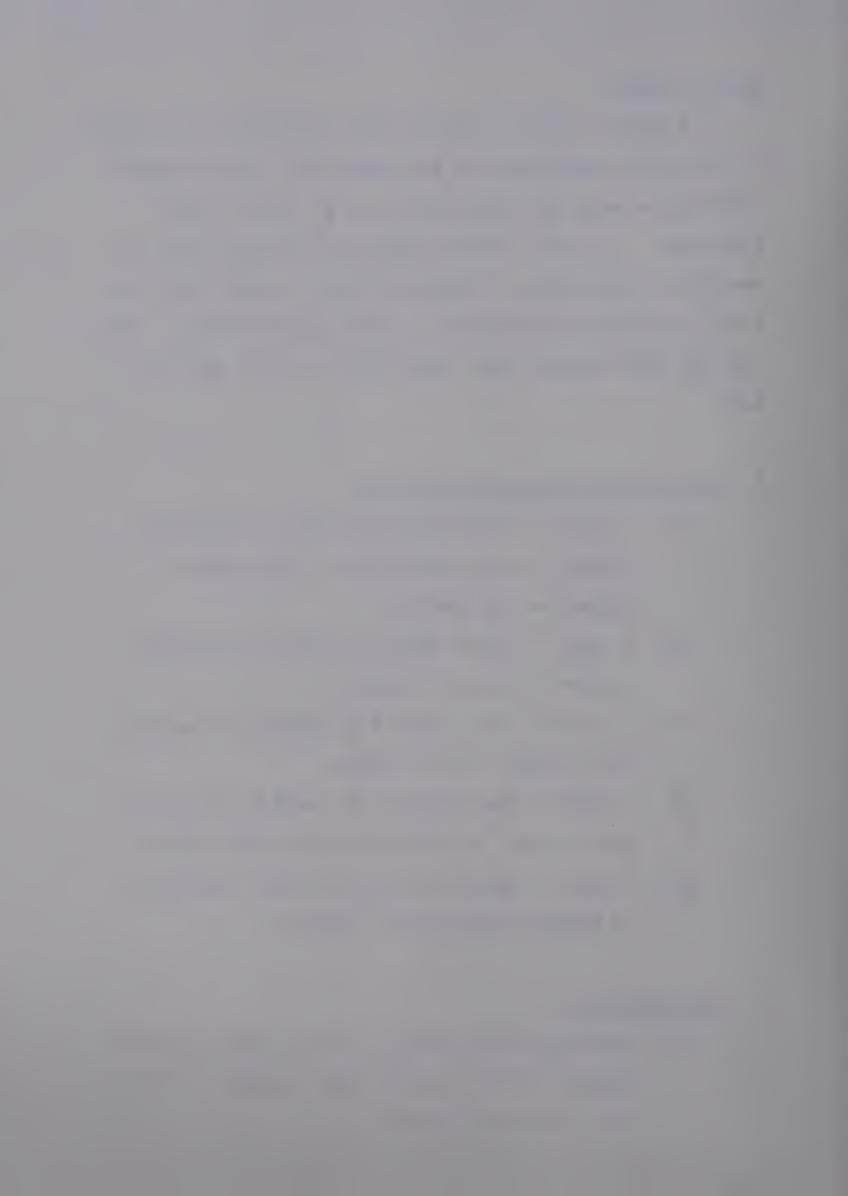
A Level I Coach should be able to impart to players not only the techniques of the game, but also an understanding of when the techniques can be used to best advantage. A Level I Coach should encourage players to develop an awareness of basic strategy so that they can make appropriate adjustments to their positioning. Reading the game assumes some importance at this level of play.

### A. Description of a Level I Coach

- (1) A Level I Coach should be able to instruct players in the techniques of the game as stated in the content.
- (2) A Level I Coach should be able to instruct players in basic strategy.
- (3) A Level I Coach should be capable of selecting a school or club team.
- (4) A Level I Coach should be capable of preparing a school or club team for match play.
- (5) A Level I Coach is eligible upon invitation to conduct Local Level Courses.

### B. <u>Prerequisites</u>

(1) Candidate must possess a Local Level Participation Certificate and have coached a team for a minimum of 13 hours.



OR

have coached a team for a minimum of 20 hours.

(A letter of verification required.)

- (2) Candidate must have read the Local Level

  Manual, the Level I manual and the rules book.
- (3) Minimum 19 years of age.

### C. Length of Course

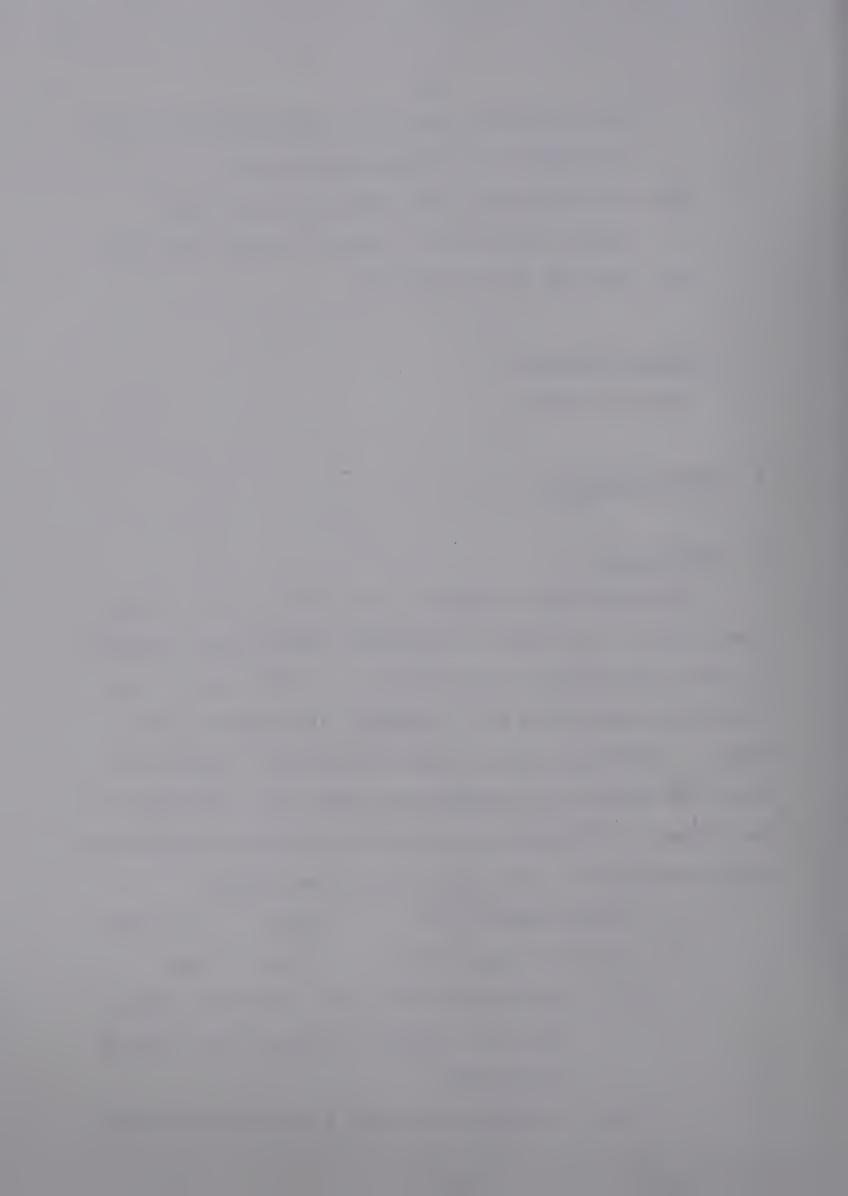
Total 18 hours.

### D. Cost of Course

### E. Evaluation

Candidate must achieve at least 75% on the written examination at the end of the course before being allowed to take the practical examination at a later date. The practical examination will be marked on a pass or fail basis. Candidate may not take the practical examination until two months have elapsed following the completion of the course. Candidate must take the practical examination within one year of the completion of the course.

- (1) Written examination. Time: 1 1/2 hours.
- (2) Practical examination. Time: 1 hour.
  - (1.1) Demonstrate and coach specified techniques to a group of players with limited experience.
  - (1.2) Organize and coach a specified strategic



situation.

(1.3) Coach the game.

### F. Instructors and Examiners

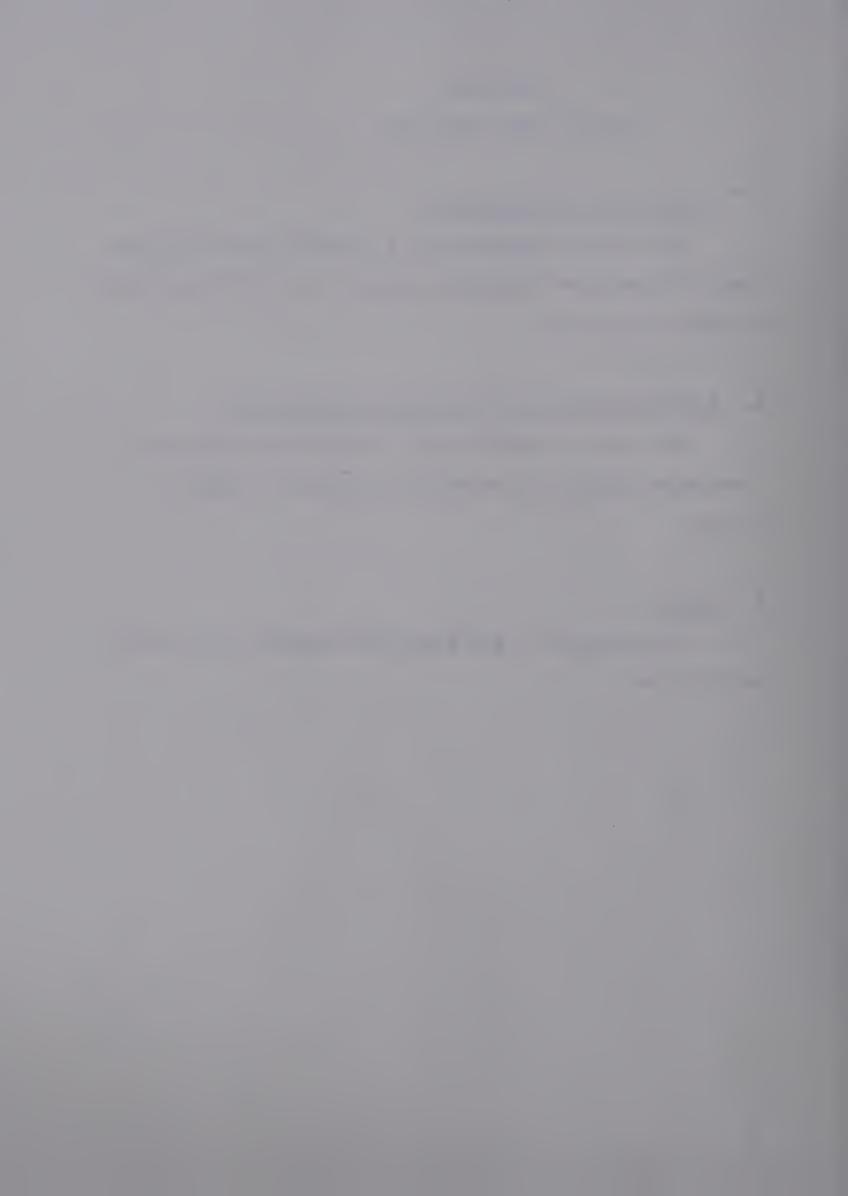
Individuals appointed by a Coaching Certification Committee who have obtained a Level II or III Certificate or their equivalent.

### G. Validity Period of the Level I Certificate

The Level I Certificate is valid for a period of five years and may be renewed by auditing a Level I Course.

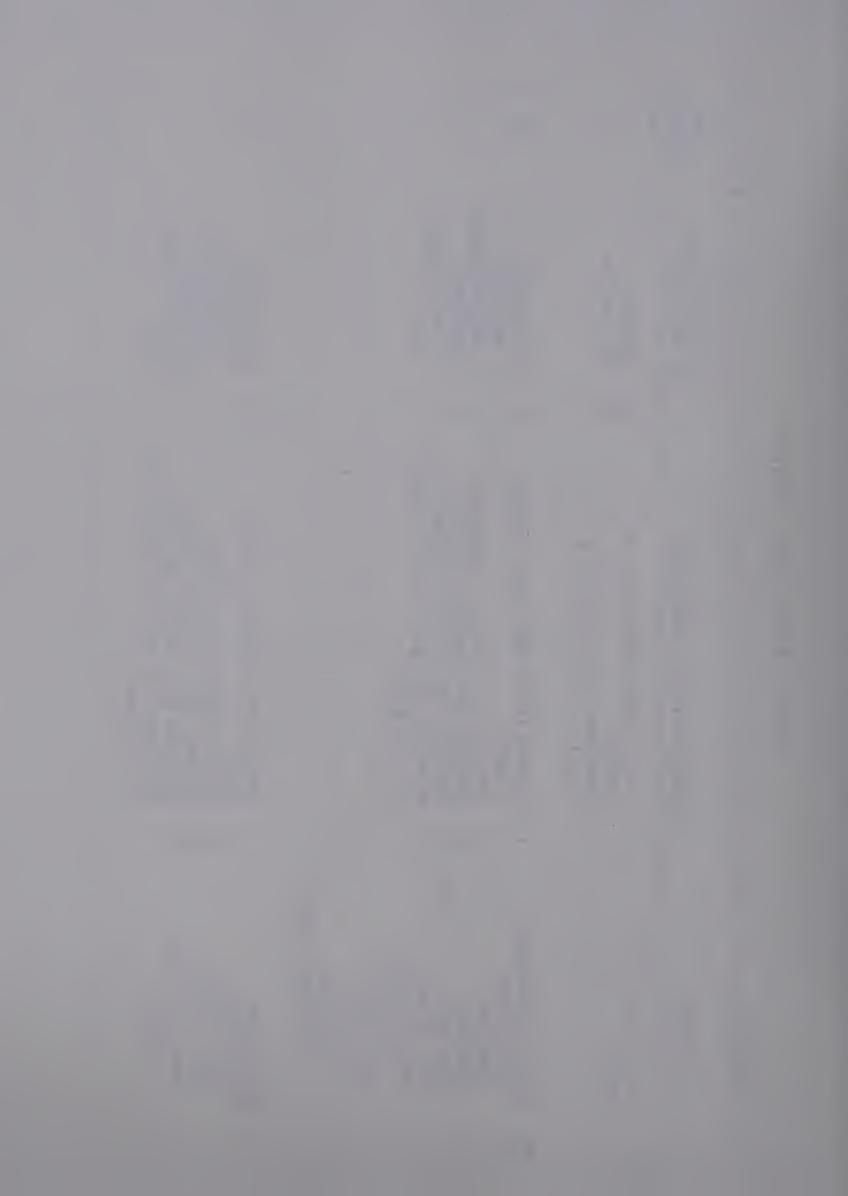
### H. Award

The successful candidate will receive a pin and a certificate.



## LEVEL I CERTIFICATE CONTENT

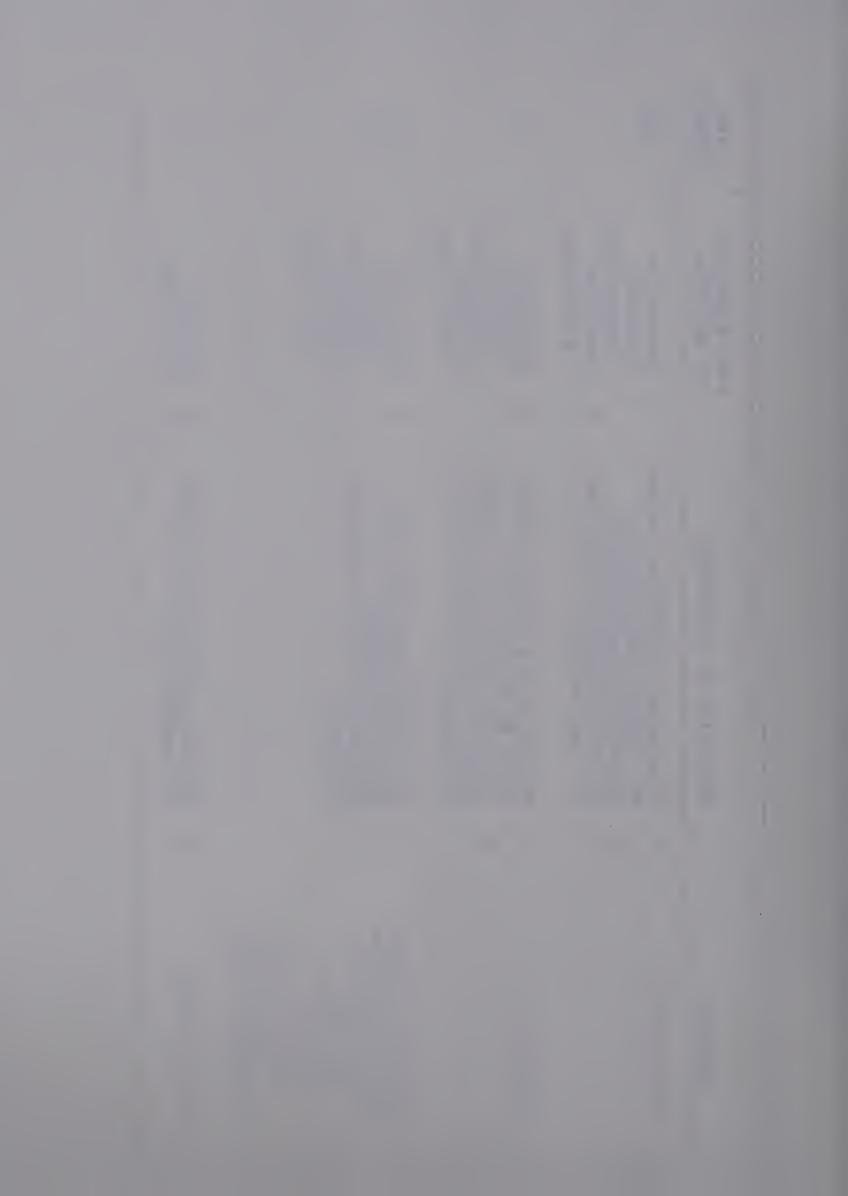
				Q	ISSEMINATION	TIME
1	CONTENT		OBJECTIVE OF CANDIDATE		F MATERIA	(HOURS)
K	The role of the coach.	. 2	State the objectives of a coach. Describe the role of a coach.	2	Lecture Discussion	_
<b>.</b> <u> </u>	Basic techniques. Dribbling. Evasion. Dodging. The push. The drive. Passing and receiving. The bully. Tackling - Straight 2-handed chase.	1. 28 4 3	Demonstrate the basic tech- niques. Analyze the basic techniques. Detect and correct faults. Explain when these techni- ques can be used to advantage in the game.		Instructor - explain demonstrate Candidate - participate Film.	~
ပ်	Additional techniques. The scoops. The flicks. Reverse stick tackle.	- 4 - 5 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	Demonstrate these techni- ques. Teach these techniques. Detect and correct faults. Explain when these techni- ques can be used to advantage in the game.	2. 3.	Instructor - explain - demonstrate Candidate - participate Film.	



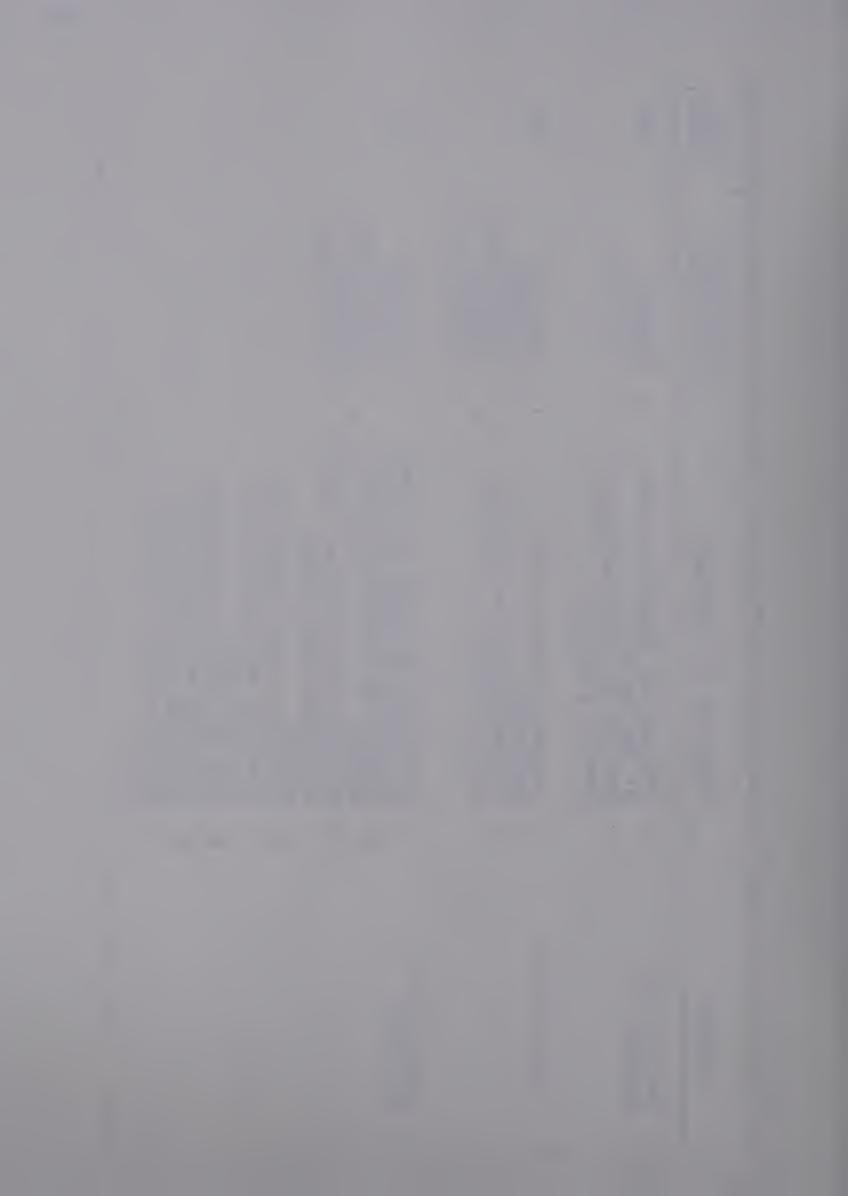
	CONTENT	0	OBJECTIVE OF CANDIDATE	D	DISSEMINATION OF MATERIAL	TIME (HOURS)
	Principles of passing.	1. D 2. T P t	Demonstrate basic passing patterns. Teach the selection and execution of the appropriate pass.	2.	Instructor - explain - demonstrate Candidate - participate	
•	Basic strategy -	1. D % % % % % % % % % % % % % % % % % %	escr hich ased escr hich	2	Lecture Film.	<b>-</b>
·	Basic strategy - attack.	2.00	Describe strategies to counter defensive formations. Demonstrate effective methods of shooting.	-28	Lecture Film Instructor - explain - demonstrate	<b>-</b>
	Methods of coach- ing tactical play.	1. 0 2. D	Organize the position of players both on and off the ball. Demonstrate tactical moves during play.	2 .	Instructor - explain - demonstrate Candidate - participate	1/2



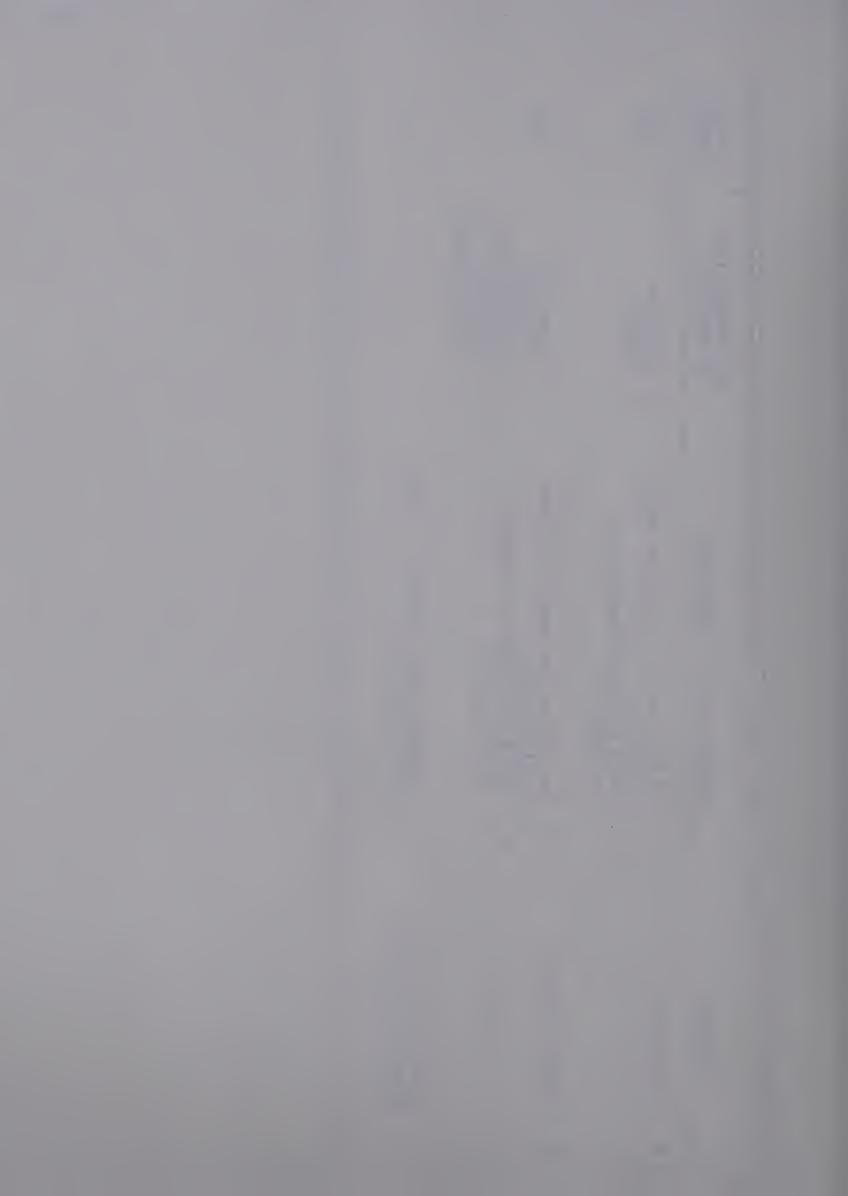
	CONTENT		OBJECTIVE OF CANDIDATE	Q	DISSEMINATION OF MATERIAL	TIME (HOURS)
÷	Goalkeeping.	3	Demonstrate different methods of stopping and clearing. Demonstrate positioning. Describe technique practices for goalkeepers.	2.	Instructor - explain - demonstrate Candidate - participate	1/2
·	Umpiring.	1.	Recognize and correct viola- tions of the rules. Teach the players to respond speedily and appropriately to the whistle.	1.	Instructor - explain - demonstrate Candidate - participate	-
·	Strategy for set play situations. Centre bully. Free hit. 16 yard hit. Push-in. Penalty corner and corner. Penalty stroke.	2. 2.	Explain the procedure for these situations. Demonstrate simple tactical variations.	<b>.</b> 2 ··	Instructor - explain - demonstrate Candidate - participate	1/2
×	Conditioning.	-	Describe appropriate methods of conditioning.	2.	Lecture Discussion	



000
E X T N A
Recognizand devicently. Conductently. Describeand demopoints. Recognizand cive med
00 € 00 ° 00 ° 00 ° 00 ° 00 ° 00 ° 00 °



}	CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
0	Equipment.	<ol> <li>Selection of suitable equipment.</li> <li>Care and maintenance of equipment.</li> </ol>	1. Lecture 2. Notes	1/4
<u>.</u>	Indoor hockey.	<ol> <li>Describe the game of indoor field hockey.</li> <li>Teach the game of indoor field hockey.</li> </ol>	1. Instructor - explain - demonstrate 2. Candidate - participate	3/4
. 0	Conducting Local Level Certifica- tion Courses.	1. Organize and conduct a Local Level Course.		



### Level II Coach

A Level II Coach should possess more detailed know-ledge of the game as outlined in the content and shou'ld be able to conduct progressive coaching sessions with a senior team over an extended period of time.

### A. Description of a Level II Coach

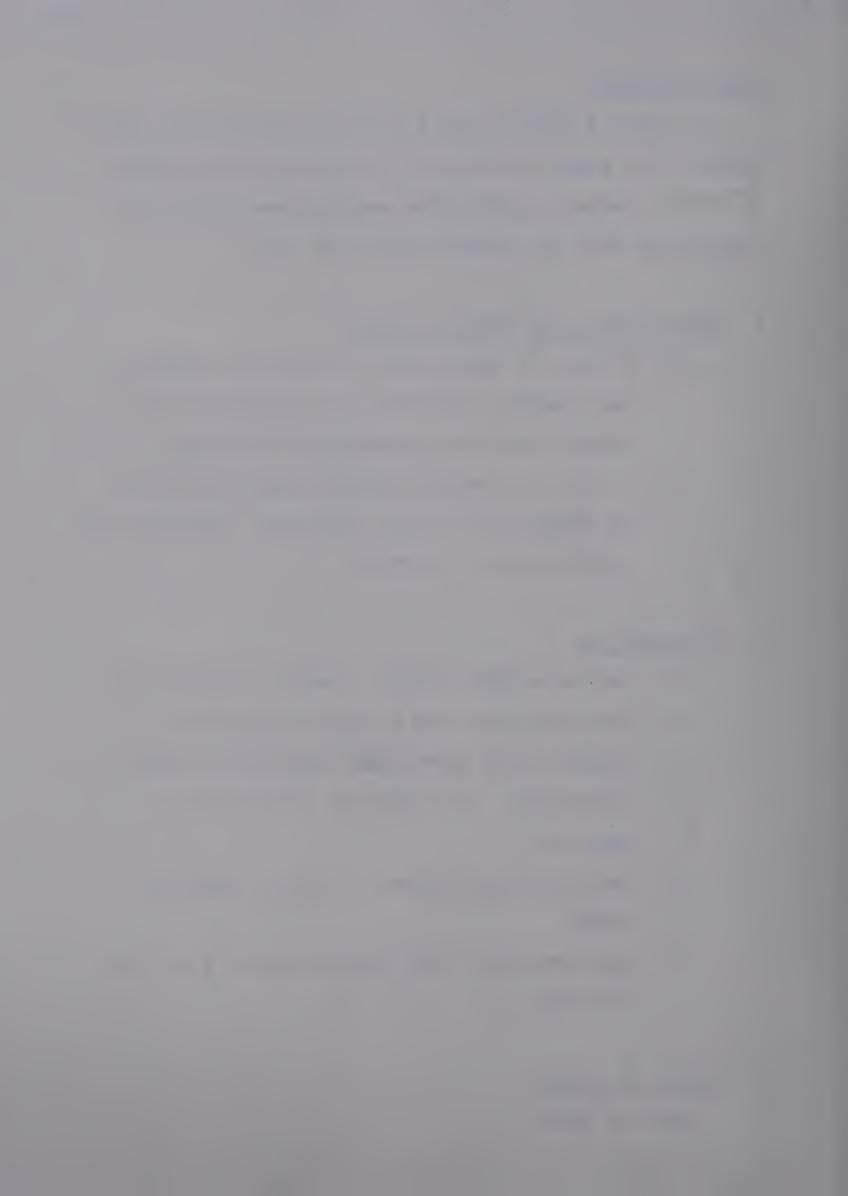
- (1) A Level II Coach should be able to organize and conduct a training and competitive programme utilizing appropriate methodology.
- (2) A Level II Coach is eligible upon invitation to conduct Local Level and Level I Courses and certify Level I Coaches.

### B. <u>Prerequisite</u>.

- (1) Candidate must possess a Level I Certificate.
- (2) Candidate must have coached a team for a minimum of 40 hours after obtaining a Level I Certificate. (A letter of verification required.)
- (3) Candidate must possess a current umpiring rating.
- (4) Candidate must have read the manual prior to the course.

### C. Length of Course

Total 24 hours.



### D. Cost of Course

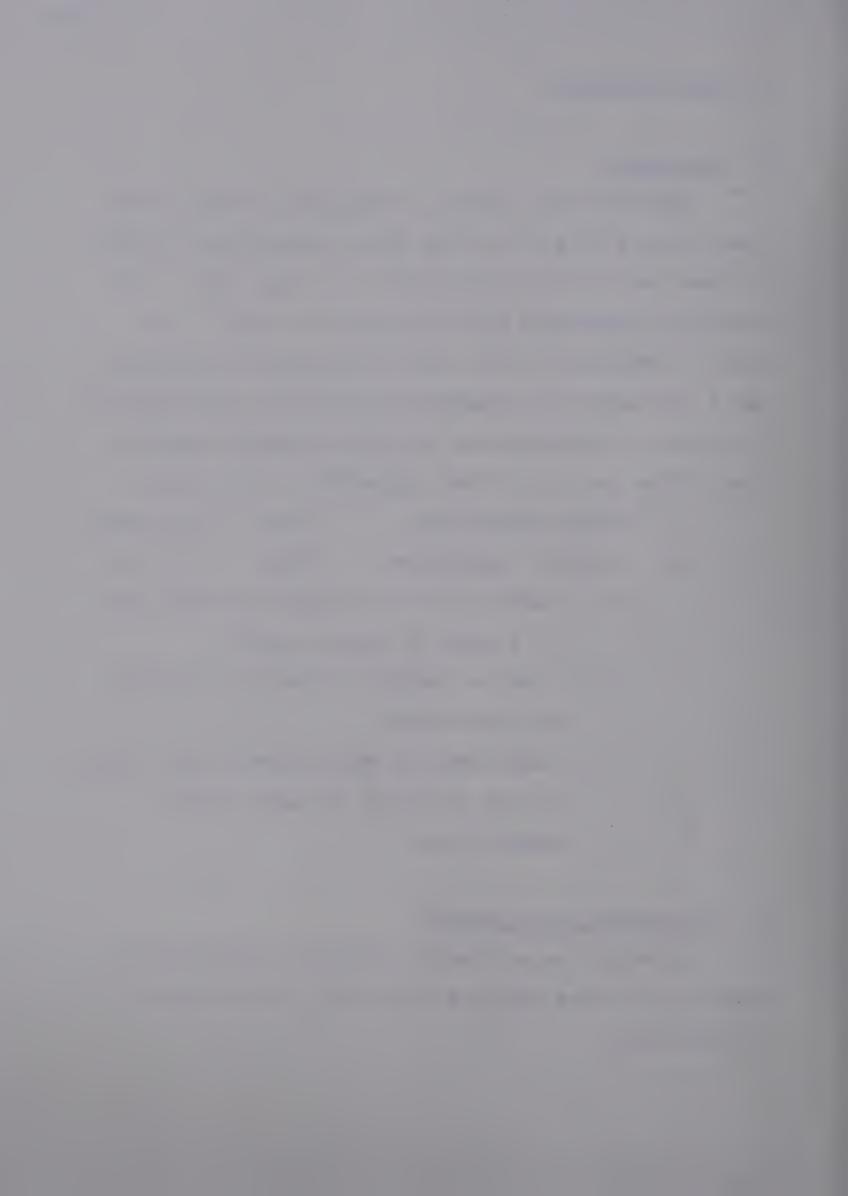
### E. Evaluation

examination at the end of the course before being allowed to take the practical examination at a later date. The practical examination will be marked on a pass or fail basis. Candidate may not take the practical examination until two months have elapsed following the completion of the course. Candidate must take the practical examination within one year of the completion of the course.

- (1) Written examination. Time: 1 1/2 hours.
- (2) Practical examination. Time: 1 1/4 hours.
  - (1.1) Coach a series of specified techniques to a group of senior players.
  - (1.2) Coach a strategic situation prescribed by the examiner.
  - (1.3) Coach the game emphasizing a topic chosen by the candidate following initial observation.

### F. <u>Instructors and Examiners</u>

Individuals appointed by a Coaching Certification Committee who have obtained a Level III Certificate or its equivalent.



### G. Validity Period of the Level II Certificate

The Level II Certificate is valid for a period of five years and may be renewed by auditing a Level II Course.

### H. Award

The successful candidate will receive a pin and a certificate.



## LEVEL II CERTIFICATE CONTENT

	CONTENT		OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL (	TIME (HOURS)
. A	The role of the coach.	1.	State the objectives of a coach. Assess the needs of a team.	1. Lecture 2. Discussion	_
	Additional techniques. Reverse stick drive and reverse stick. Push to right and backwards. Reverse stick receiving. Emergency one handed tackles- lunge, jab. Reverse stick. Methods of deception.		Demonstrate these tech- niques. Teach the techniques. Detect and correct faults. Explain when these techniques can be used to advantage in a game.	1. Instructor - explain - demonstrate	1/2



TIME (HOURS)	2	1/2	1/2
DISSEMINATION OF MATERIAL	Instructor - explain - demonstrate Candidate - participate	Instructor - explain - demonstrate Candidate - participate	Film Lecture
	- 8	. 2 ×	7.
OBJECTIVE OF CANDIDATE	Demonstrate passing patterns. Teach players how to create space. Teach players to read the game as a means of selecting appropriate passes. Teach players to use the most effective stroke.	Organize players into posi- tions. Explain tactical variations. Describe the techniques needed to execute these variations.	Teach players to identify strengths and weaknesses of individual opponents. Assist players to assess the strategy of the opposition. Assist players to analyze the tactics employed by the opposition.
	8 4	- 4m	3
CONTENT	Principles of passing. Creating space. Choice. Timing. Direction. Pace judgement. Use of the appropriate stroke.	Advanced strategies for set play situations. The bully. Free hit. 16 yard hit. Push-in. Penalty corner and corner. Penalty stroke.	Reading the game.
	ပ်	٠.	•



	CONTENT		OBJECTIVE OF CANDIDATE	D	ISSEMINATION OF MATERIAL	TIME (HOURS)
ı.	Advanced strategies for free play.	-	Describe tactical varia- tions - those initiated by a team and those produced as a response to the opponents tactics.	1.	Instructor - explain - demonstrate Candidate - participate	2
	Circle play.	-	Describe the special require- ments for effective play with- in the confines of the circle.	1.	Instructor - explain - demonstrate Candidate - participate	<b>-</b> .
±	The design and the presentation of practices.	7.	Design practices which stress the use of techniques in a game-like situation. Design, explain, and demonstrate tactical pressure practices.	. 2	Instructor - explain - demonstrate Candidate - participate	1 + 1/2
	Motivation.	2.	Recognize situations when players need motivating. Describe factors that motivativatie	2.	Lecture Discussion	3/4



	CONTENT	OBJECT I	IVE OF CANDIDATE		ISSEMINATION OF MATERIAL	TIME (HOURS)
	Analysis of team play. Methods of charting strokes, strategy, individual players.	1. Analyze team pr 2. Communithe team	e team play and adjust ractices. icate observations to am.	. 2	Instructor - explain - demonstrate Candidate - participate	2 + 1/4
×	Goalkeeping.	1. Prescribe test the cal situal 2. Describe of the general structure of the general structure of the general structure.	ibe practices which he goalkeeper in tacti- tuations. be the responsibilities goalkeeper as a team	. 2	Instructor - explain - demonstrate Candidate - participate	_
	Conditioning.	Descri method player Design tionin	be the most efficient s of conditioning s. a progressive condi- g programme.		Lecture Discussion	
Σ .	Audio-visual aids.	1. Learn how be used to coaching. 2. Recommend material.	how A-V equipment can d to advantage in ng. end suitable A-V	4 3 3	Film Lecture Discussion Notes	2



,

.

CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
Planning training and competitive programmes.	1. Organize and conduct the programmes.	he 1. Notes 2. Lecture 3. Discussion	_
Conducting Local Level and Level I Courses.	<ol> <li>Organize and conduct a Local Level or Level I Course.</li> <li>Examine candidates.</li> </ol>	1. Notes 2. Lecture	m

Z

0



### Level III Coach

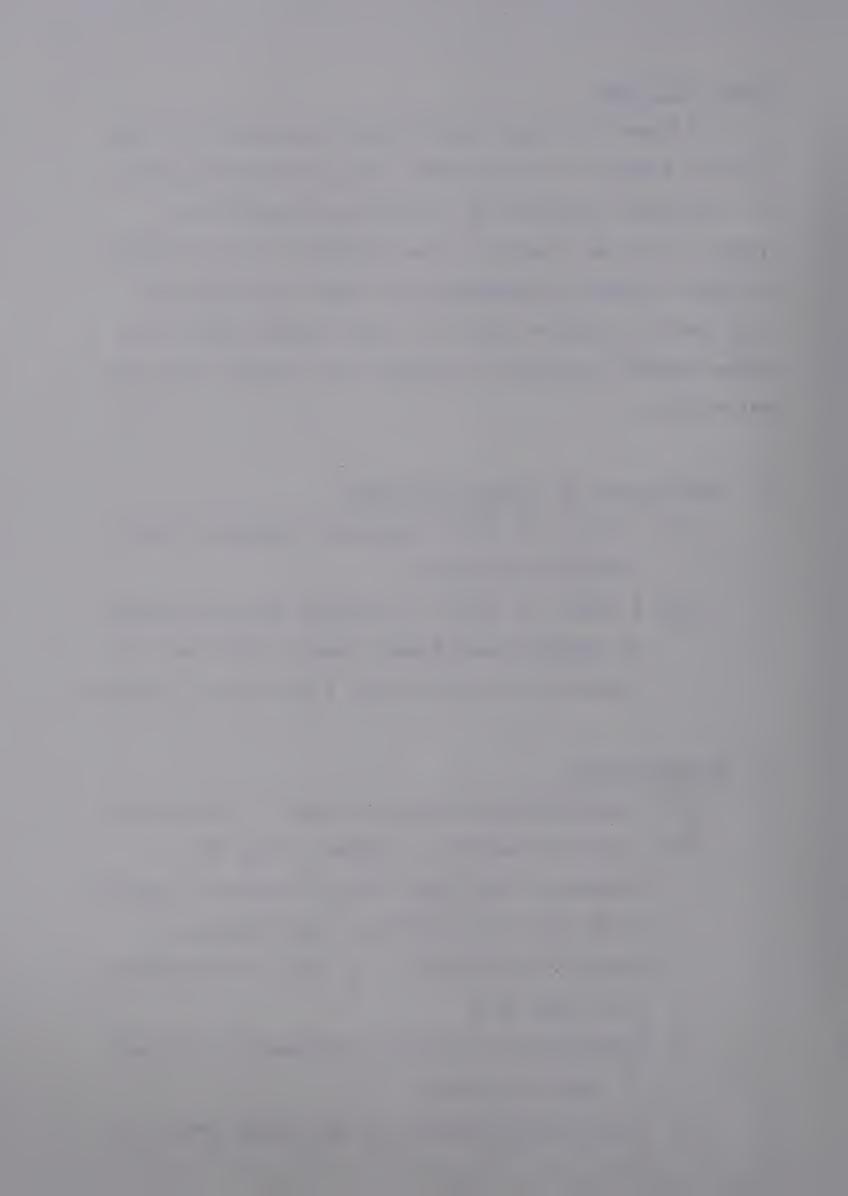
A Level III Coach should familiarize herself with current trends in international play and should possess an innovative approach to the game to stimulate new ideas and so be a leader in the coaching field in Canada. Although primarily concerned with coaching players at top levels of play a Level III Coach should continue to offer her/his expertise to players and coaches with less experience.

# A. Description of a Level III Coach

- (1) A Level III Coach should be capable of coaching advanced players.
- (2) A Level III Coach is eligible upon invitation to conduct Local Level, Level I and Level II Coaches.

# B. <u>Prerequisites</u>

- (1) Candidate must possess a Level II Certificate.
- (2) Candidate must have coached a team for a minimum of four years (which include a minimum of 80 hours of coaching) after obtaining a Level II Certificate. (A letter of verification required.)
- (3) Candidate must possess a minimum of a current
  'C' umpiring rating.
- (4) Candidate must have read the manual prior to



the course.

(5) Candidate must have had practical involvement in the training and competitive programme of an advanced team. (Recommended to be at provincial and/or national level.)

# C. Length of Course

Total 24 hours.

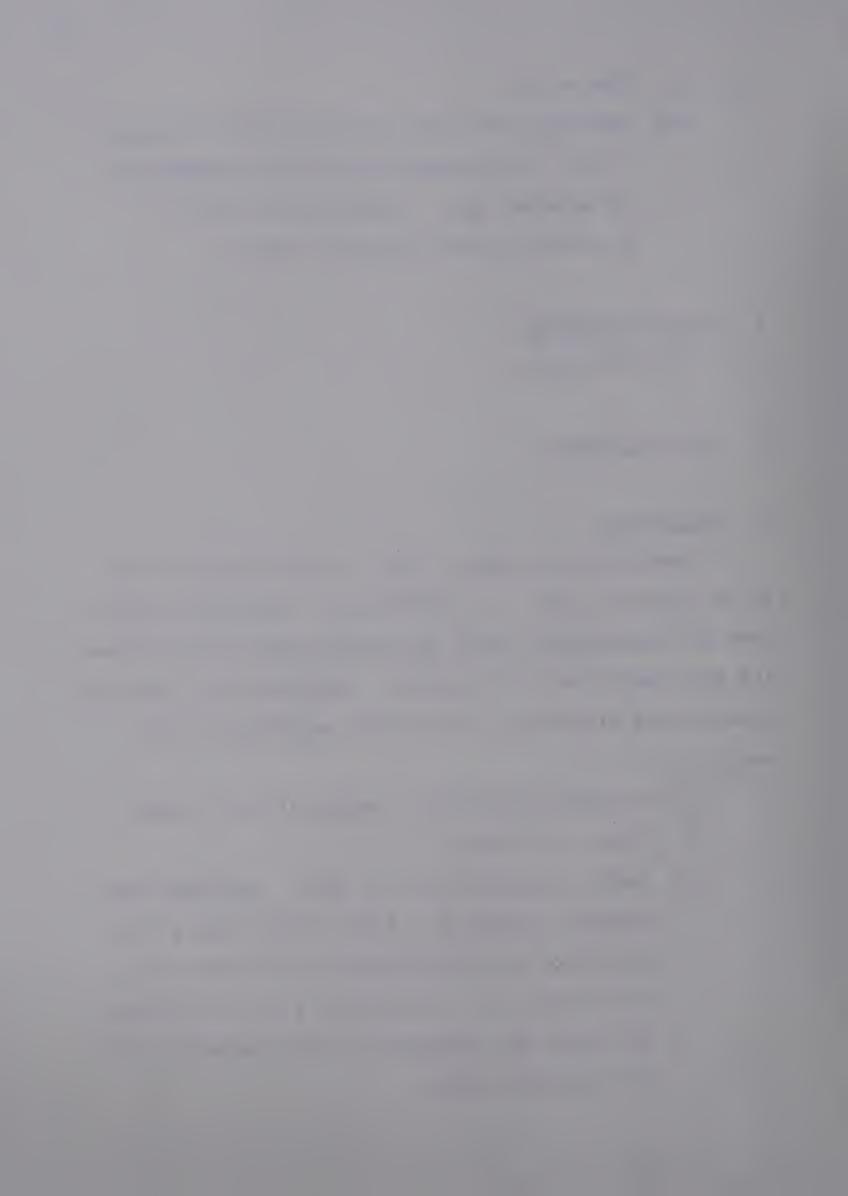
# D. Cost of Course.

### E. Evaluation

Candidate must have at least a total grade of 75% to be granted a Level III Certificate. Candidate may not take the examinations until two months have passed following the completion of the course. Candidate must take the examinations within one year of the completion of the course.

- (1) Written examination. Weight of 25% of mark.

  Time: 2 hours.
- (2) Paper. Weight of 10% of mark. Candidate must prepare a paper on a topic chosen from a list submitted by the examiner at the course, or a topic agreed in consultation with the examiner. This must be submitted at least two weeks prior to the examinations.



# F. Instructors and Examiners

Individuals appointed by a Coaching Certification Committee.

# G. Validity Period of Level III Certificate

The Level III Certificate is valid for a period of five years and may be renewed by auditing a Level III Course.

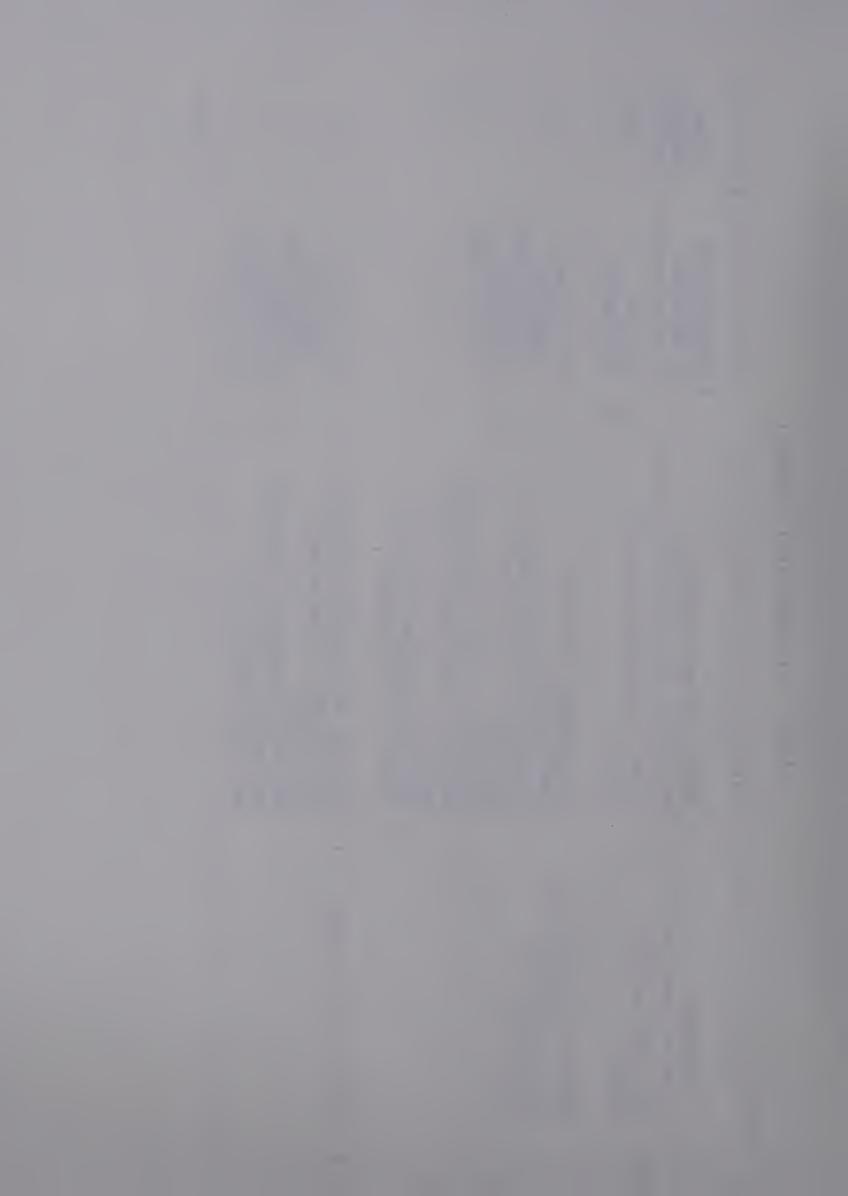
# H. Award

The successful candidate will receive a pin and a certificate.



# LEVEL III CERTIFICATE CONTENT

A. The role of the 1. State the objectives of a 2. Discussion coach.  B. Review of techniques 1. Demonstrate all the 2. Discussion techniques 2. Detect faults and offer a 2. Candidate with an emphasis on 2. Detect faults and offer a 2. Candidate measures.  Suggest a variety of ways of applying techniques to the game.  4. Describe progressive pracademonstrate for attack and defence in 6. demonstrate 1. Instructor for attack and defence in 7. demonstrate 1. Explain thoroughly strategy 2. Candidate 1. Candidate 1. Instructor 1. Explain thoroughly strategy 2. Candidate 2. Explain free play.  C. Review of strategy. 1. Explain thoroughly strategy 2. Candidate 2. Explain free play. 2. Candidate 2. Candidate 2. Explain thoroughly strategy 3. Discussion 3. Discussion	11				
The role of the coach.  Coach.  Review of techniques 1. Demonstrate all the corrective with an emphasis on techniques.  With an emphasis on 2. Detect faults and offer a carplain corrective with an emphasis on 2. Detect faults and offer a carplain corrective corrective carplain corrective adaptation.  3. Suggest a variety of ways of applying techniques to the game.  4. Describe progressive practives carplain thoroughly strategy 1. Instructor for attack and defence in carplain free play.  2. Explain thoroughly strategy 2. Candidate for attack and defence in carplain thoroughly strategy 2. Candidate carplain thoroughly strategy 3. Discussion 3. Discussion		CONTENT		0 F	DISSEMINATION TIME OF MATERIAL (HOURS)
With an emphasis on techniques.  refinement and 2. Detect faults and offer a demonstrat variety of corrective measures.  3. Suggest a variety of ways of applying techniques to the game.  4. Describe progressive practices for techniques.  2. Explain thoroughly strategy 1. Instructor for attack and defence in free play.  2. Explain thoroughly strategy 2. Candidate for attack and defence in set play situations.  3. Discussion	Α.	<del>-</del> 0	<u>-</u>	the objectives of	Lecture Discussio
Review of strategy. 1. Explain thoroughly strategy 1. Instructor for attack and defence in - explain free play.  2. Explain thoroughly strategy 2. Candidate for attack and defence in - participat set play situations.	• ¤	of technique nemphasis on nent and ion.		and offer a rrective iety of ways niques to the hniques.	<ul> <li>Instructor</li> <li>explain</li> <li>demonstrat</li> <li>Candidate</li> <li>participat</li> </ul>
	ပ်	of strate		ughly strate d defence in ughly strate d defence in ations.	Instructor - explain - demonstrat Candidate - participat Discussion



	CONTENT		OBJECTIVE OF CANDIDATE	0	DISSEMINATION OF MATERIAL	TIME (HOURS)
. 0	The modern game.	. 2 8 4	Describe the demands of the modern game. Describe the development of different systems and explain the principles upon which they are based. Describe strategy to counter the play of the opposition. Describe alterations to tactics according to changes in formations.	5	Lecture	2 + 1/2
ш	Evaluating player performance.	7	Administer selected physio- logical tests to players and analyze the results. Observe and evaluate a players' skill. Evaluate a players' tactical knowledge and her response to game strategy. Evaluate team effectiveness.	- 2 m 4	Notes Lecture Discussion Candidate - participate	4
LL.	Principles of learn- ing motor skills applied to field hockey.	-	Describe how the principles of learning motor skills may be used to modify methods of coaching.	33	Notes Lecture Discussion	2 + 1/2



-						
	CONTENT		OBJECTIVE OF CANDIDATE	۵	DISSEMINATION OF MATERIAL	TIME (HOURS)
5	Preparation of technique training schedules.	2 .	Devise individual and team technique training schedules. Design and demonstrate technique circuits.	. 2	Instructor - explain - demonstrate Candidate - participate	_
±.	Coaching the game.	. 2	Coach the game using appropriate methods and techniques. Design and coach conditioned games.	. 2	Instructor - explain - demonstrate Candidate - participate	. 3 +
• 	Research	1.	Discuss and evaluate the areas of research that have been studied which have application to field hockey. Apply suitable research material to the game.	~ · · · · · · · · · · · · · · · · · · ·	Lecture Discussion	2
	International field hockey affairs.	1.	Explain the involvement of the Canadian Association in international field hockey. Discuss international field hockey affairs.	2	Notes Lecture	
1						



, - -

. .

	CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
×	Conducting Local Level, Level I and	1. Organize and conduct Local Level, Level I and Level II	1. Notes 2. Lecture	_
	tion courses.	courses. 2. Examine candidates.		

.



### CHAPTER V

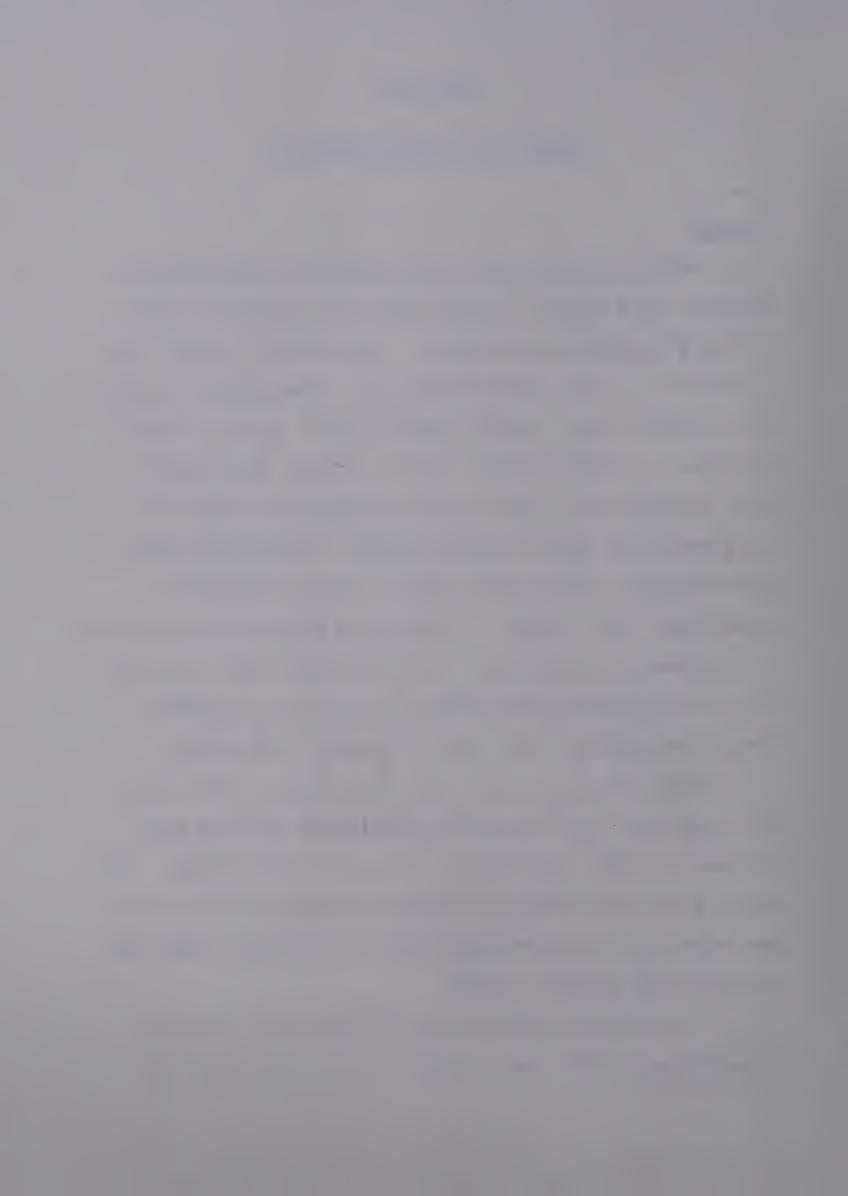
### SUMMARY AND RECOMMENDATIONS

### Summary

Before the writing of this coaching certification program could begin, a basis upon which to begin formulating the program was needed. One method of obtaining this basis was by corresponding with knowledgeable people in the sport area, asking them for their views on certification. A second method was to contact Associations that already had a certification program to learn how they developed their coaching scheme. Reference books on certification, on the sport area, and on theoretical knowledge, were studied. Fourthly, a person was appointed to implement the program. This individual was from outside of the sport organization initially, so internal prejudices and conflicts were virtually eliminated.

Once the program had been developed, a small working committee from the sport association evaluated and
revised it where necessary. This was a vital step. The
Association more readily accepted the program once input
had been given by more members and the working committee
accepted the coaching scheme.

The Coaching Certification Program was initially proposed as a five level scheme. The fifth level was



never developed due to changes that occurred after the first clinic, at the Level IV standard, was held. These changes took place as a result of the questionnaire responses that were received from the candidates. A Coaching Certification Committee met to discuss these responses and then revisions were recommended and adopted into the program. Some of these revisions were as follows:

- (1) Five levels were changed to four levels because fine distinctions between the levels was difficult to make and a local level was needed for newcomers to the game of hockey.
- (2) The content of most levels was changed so that more emphasis was placed on coaching the game.
- (3) The marking procedure for the practical exam was changed from a percentage grade to a pass-fail grade.

Level I and Level II clinics were then held using this revised program. Questionnaires were again sent to each candidate. Most of the comments pertaining to the certification clinic were positive. The unfavorable views expressed were as follows:

- (1) The pre-clinic information did not reach the candidates soon enough.
- (2) The length of each day during the clinic was too long.
- (3) The Level II facilities were not conveniently located to the motel.

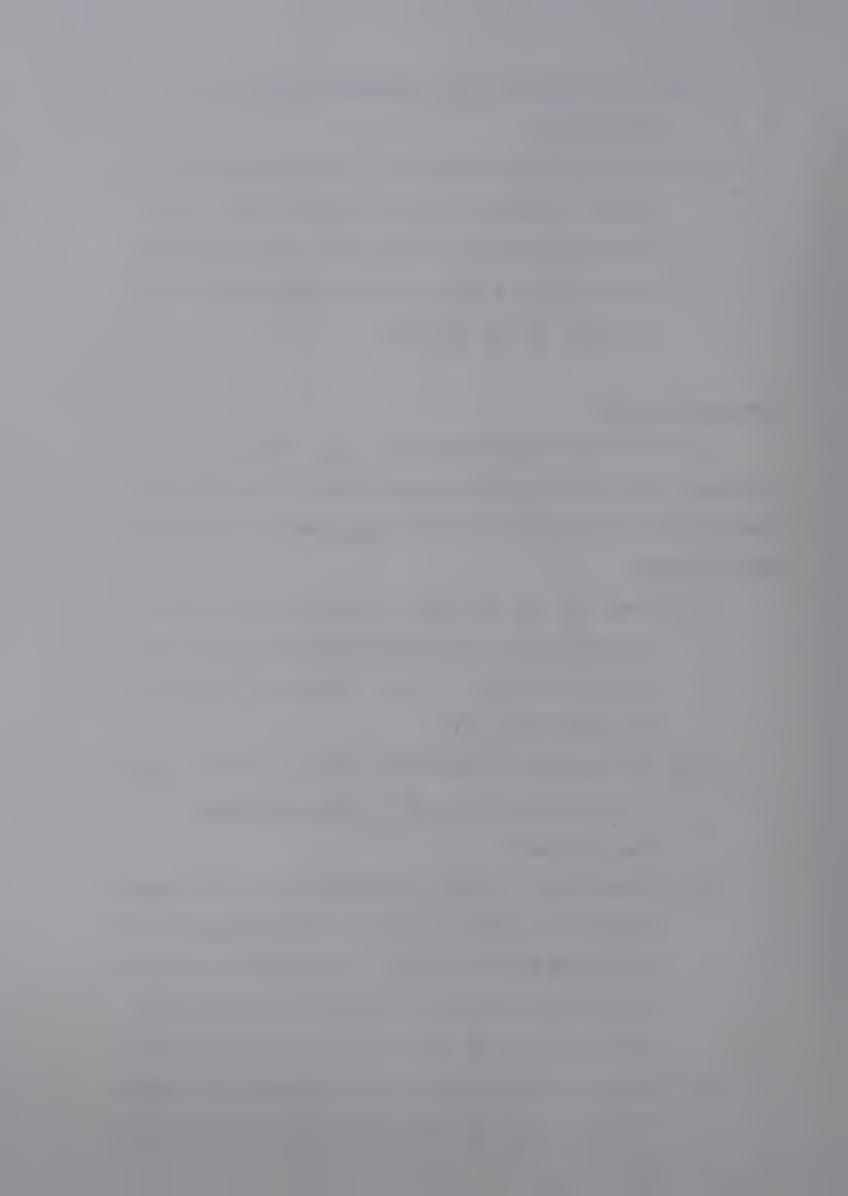


- (4) The format for the practical exam was not discussed.
- (5) The candidates did not have an opportunity to coach a group of players during the clinic.
- (6) The conducting of clinics was not discussed.
- (7) The Level I clinic should have been earlie'r, perhaps in the spring.

### Recommendations

The following recommendations are based on the responses from the questionnaires that were sent to all candidates and from the writer's experience in designing this program.

- (1) That the initial certification outline be introduced to the sport governing body at a general meeting so that immediate feedback is made available.
- (2) That working committees from the sport organization be struck to aid in the development of the program.
- (3) That plans for the implementation of a program begin early with regards to contacting someone, from outside the country or outside the sport association, who has expertise in that area and who would be available to conduct clinics.
- (4) That the person who is to implement the certification program be given a copy of the entire



- program so that comments could be made beforehand; specifically with regards to content at the different levels.
- (5) That certification begin at the Provincial level so that more people are then available to conduct beginner's clinics.
- (6) That evaluation of the certification program take place very year so that up-to-date techniques and methods of dissemination are employed.
- (7) That manuals be written to supplement clinic material.
- (8) That a maximum of six hours per day be used for instruction during a clinic.
- (9) That the time allotted be increased by four hours at each level.
- (10) That field, classroom, and residence facilities be in close proximity to each other.
- (11) That the cost of facility rentals be considered before deciding on a location for a clinic.
- (12) That all levels need more time devoted to practical experience in the art of coaching the game.
  - (13) That a session on conducting clinics, from an administrative point of view as well as from an instructor's point of view, be included in Level I, Level II, and Level III



clinics.

(14) That instructor manuals for each level be written to aid in the conducting of clinics.

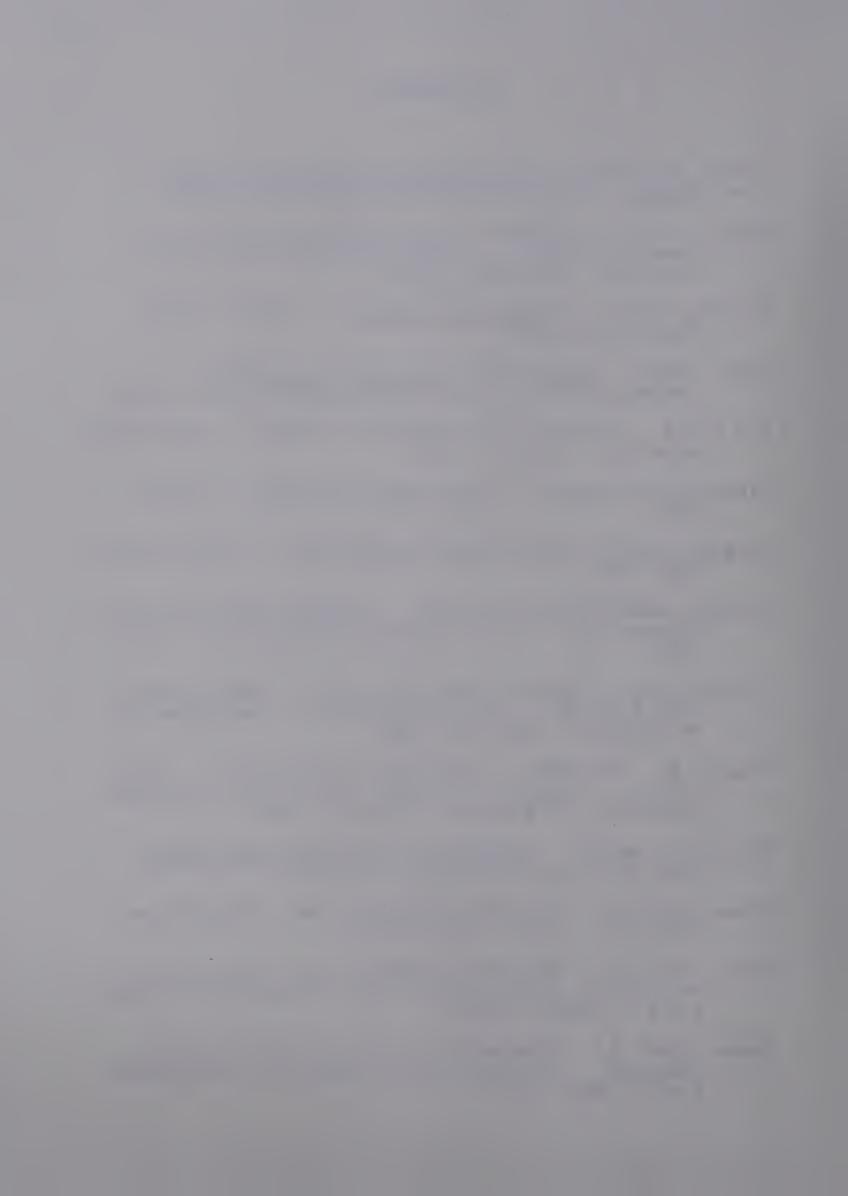


REFERENCES



### REFERENCES

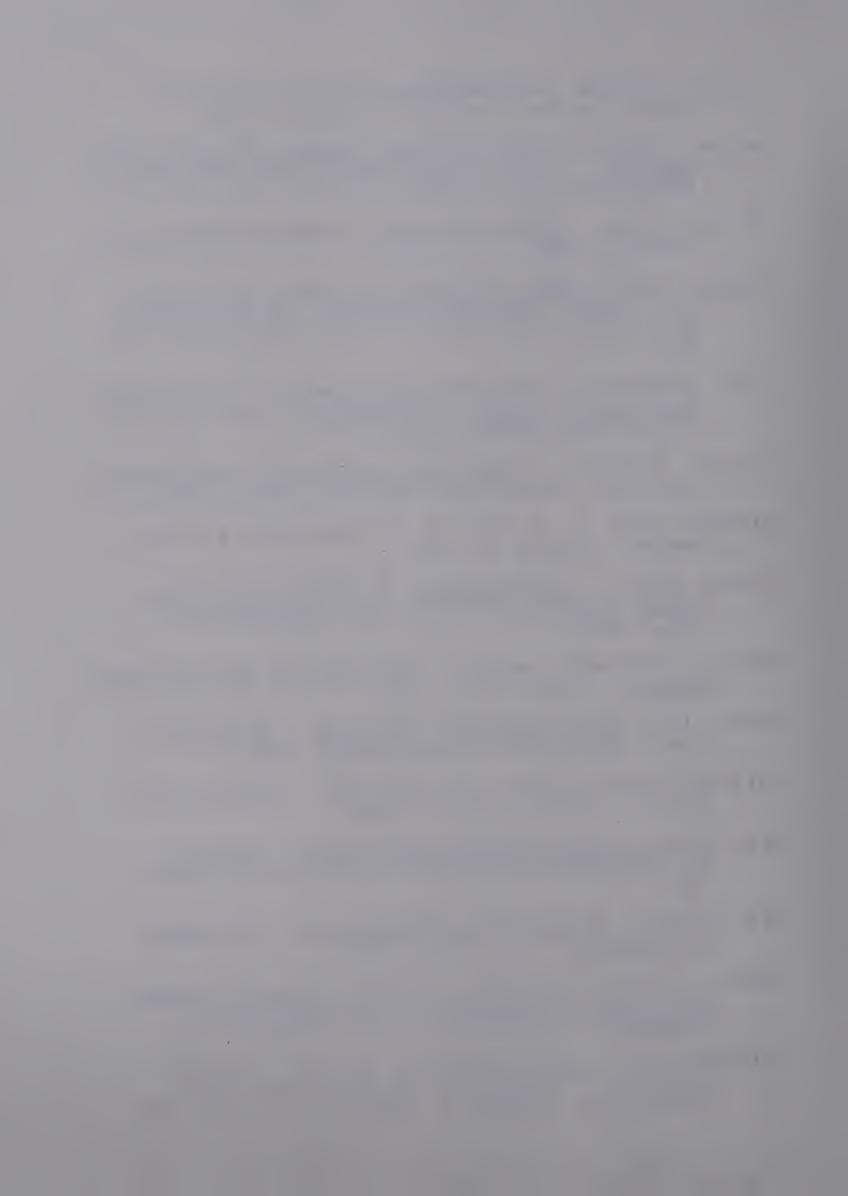
- Barnes, Mildred J. Field Hockey, The Coach and the Player. Boston: Allyn and Bacon, Inc., 1964.
- Broom, Eric F.. "Wanted: A Certification Plan for Canadian Coaches". Unpublished proposal to the C.W.F.H.A. November, 1972.
- Bryant, Carol A. <u>Hockey for Schools</u>. London: Pelham Books Ltd., 1969.
- Bunn, John W. <u>Scientific Principles of Coaching.</u> Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965.
- C.W.F.H.A. "Coaching Certification Program". Unpublished material. January, 1975.
- Canada Games Council. <u>Canada Games Handbook</u>. Ottawa, 1975.
- Canadian Women's Field Hockey Association. "Constitution". May, 1975.
- Coaching Association of Canada. "O'Keefe Launches Sports Foundation". C.A.C. Coaching Bulletin #2. July, 1973.
- Currey, Marg. "Coaching Certification in Saskatchewan High Schools". A thesis proposal. The University of Alberta. Edmonton, 1974.
- Fracas, G. "PHE 462c Principles of Coaching". Course outline. Faculty of Physical and Health Education, University of Windsor. January, 1973.
- Glencross, Denis J. <u>Hockey</u>, for Teachers and Players. Adelaide: Specialty Printers, 1970.
- Gowan, Geoff R. "Coaching Certification". Unpublished material. C.A.C., July, 1974.
- Gowan, Geoff R. "Coaching Certification. Questions to be Asked by Working Committee". Information sheet, C.A.C., October, 1973.
- Gowan, Geoff R. "Development of Various Certification Programs". A letter to the author with enclosures. C.A.C., May, 1975.



- Hartley, Sandra. A conversation with the author on Gymnastics Certification. November, 1973.
- Heyhoe, Rachael. <u>Just for Kicks</u>, A <u>Guide to Hockey Goal-keeping</u>. Brampton, Oxon, England: Marjorie Pollard Publications Ltd., 1967.
- Hickey, Melvyn. <u>Hockey for Women</u>. London: Nicholas Kaye Limited, 1962.
- Hockey, A Guide Book for Teachers, Coaches and Players.

  P.E. Branch, Department of Education, Wellington.

  A.R. Shearer, Government Printer, Wellington, N.Z.,
  1973.
- Lees, Josephine T. and Betty Shellenberger. Field Hockey. For Players, Coaches, and Umpires. New York: The Roland Press Company, 1957.
- Lersten, Kenneth C. <u>Physiology and Physical Conditioning</u>. Palo Alto, California: Peek Publications, 1971.
- Macheath, Jean A. · A letter in correspondence with the author. October 9, 1973.
- Mackey, Helen T. Field Hockey, An International Team Sport. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963.
- Maetozo, Matthew G., editor. <u>Certification of High School</u> <u>Coaches</u>. A.A.H.P.E.R., 1971.
- Moore, J.W. The Psychology of Coaching. Minneapolis, Minn.: Burgess Publishing Company, 1971.
- "National Coaching Development Program". Instructor's manual. Level I, C.A.C., 1974.
- Neal, Patsy. Coaching Methods for Women. Reading, Massachusetts: Addison-Wesley Publishing Company, 1969.
- Read, Brenda. Field Hockey for Beginners. A Handbook for Teachers. C.W.F.H.A., 1975.
- Rushall, Brent S. and Daryl Siedentop. The Development and Control of Behavior in Sport and Physical Education. Philadelphia: Lea & Febiger, 1972.
- Salisbury, R.P. and T.A. Podesta, editors. "Hockey Coaching". The official manual of the Hockey Association. London: C. Tinling & Co. Ltd., 1966.



- Savage, Marilyn. "Gymnastics Certification". Course outline. Seneca College School of Coaching. June, 1972.
- Singer, Robert N. <u>Coaching, Athletics and Psychology</u>. New York: McGraw-Hill Book Company, 1972.
- Singer, Robert N. Motor Learning and Human Performance. New York: The Macmillan Company, 1968.
- Talbot, Dot. A letter to Sue Neill. C.W.F.H.A. Coaching Committee Members. November 20, 1971.
- Tutko, Thomas A. and Jack W. Richards. <u>Psychology of Coaching</u>. Boston: Allan and Bacon, Inc., 1971.
- Wein, Horst. The Science of Hockey. David Belchamber, translater. London: Pelham Books Ltd., 1973.



APPENDIX A

FIELD HOCKEY PROGRAMS



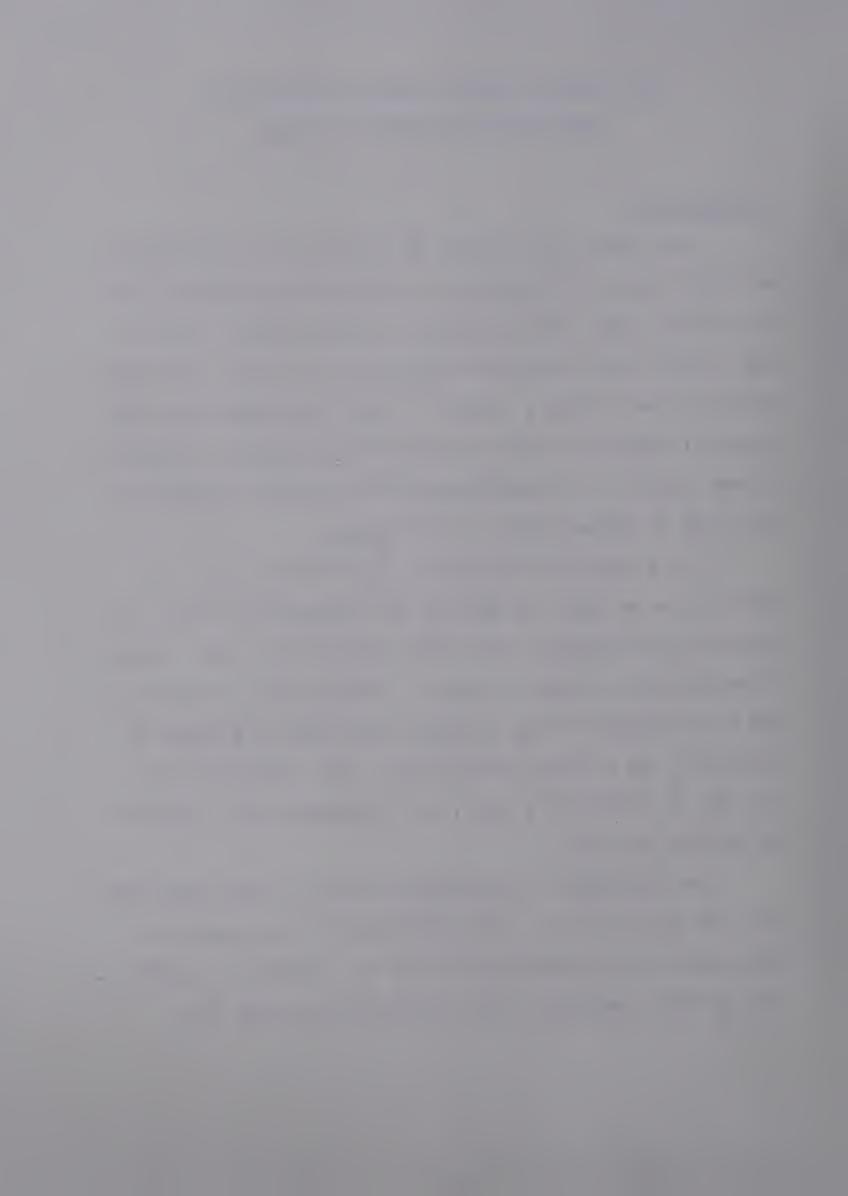
# ALL ENGLAND WOMEN'S HOCKEY ASSOCIATION COACHING QUALIFICATION SCHEME

#### Introduction

The scheme is intended to enlist the co-operation of those who are interested in raising the general standard of the game, and to provide a means whereby coaches may receive some tangible recognition of their qualification to coach hockey. Those to whom the scheme may have especial appeal are recently qualified teachers, players, former players, and coaches with considerable experience who wish to better their qualification.

It is hoped that those who qualify will be in a position to do much to improve the standard of play, to encourage enthusiasm, individual initiative, and a sense of achievement amongst players. Consequently, although the requirements of the Coaching Committee are based on practical and written presentation, the candidate must be able to stimulate a spirit of enjoyment with a desire to improve the game.

The programme is comprehensive but allows opportunities for originality. The examiners will not expect an adherence to rigid technicalities, but rather an expression of the candidate's own personality and ability.



#### General

#### A. Examiners

The examiners will be drawn from a panel appointed by the A.E.W.H.A. Coaching Sub-Committee.

#### B. Qualifications

- (1) Coach Award: Ability to coach the game in schools and clubs.
- (2) Advanced Certificate: Ability to coach individuals, groups of players of varying standards, and teams of experienced players.

#### C. Tests

The tests will be held periodically in each Territory and will each consist of two parts:

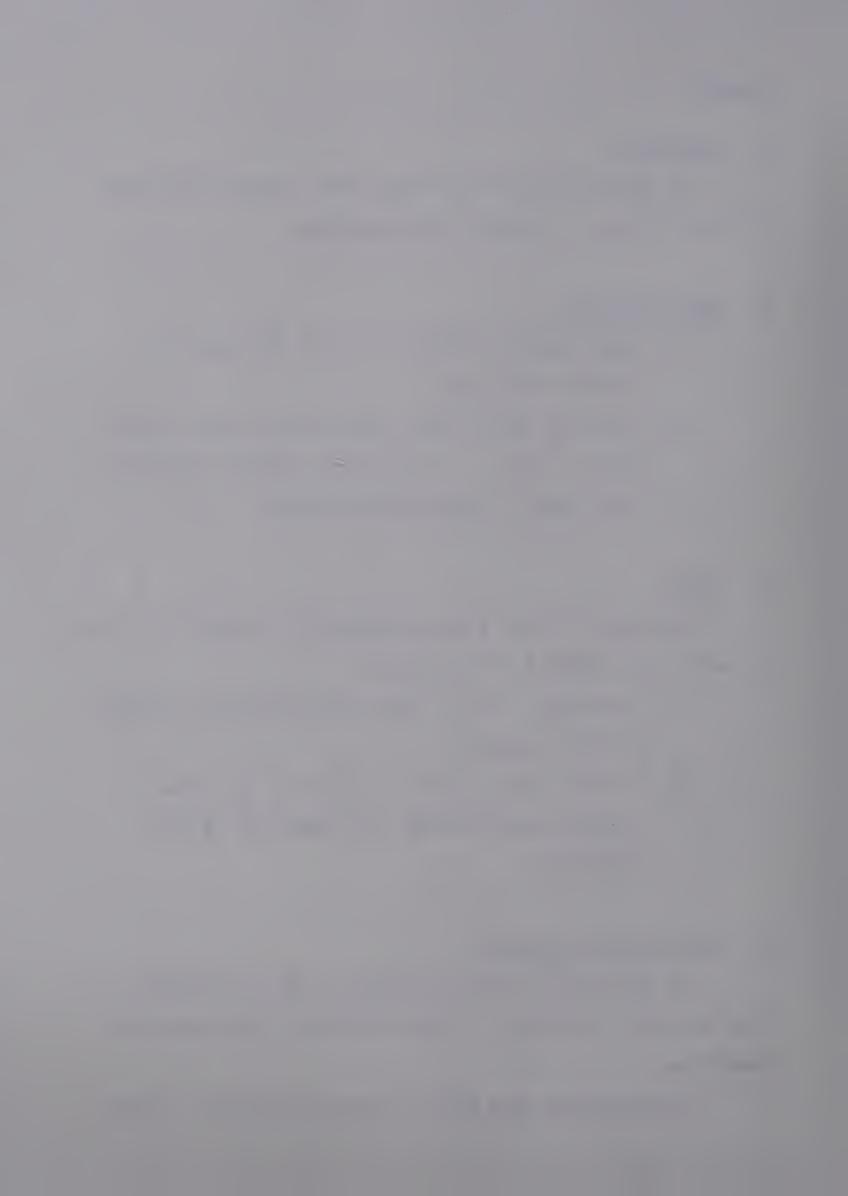
- (1) Practical: With a group not previously coached by the candidate.
- (2) Written: Coach Award One hour set paper.

  Advanced Certificate As required by the examiners.

# D. Application and Fees

The Application form and details may be obtained from the Hon. Secretary of the Territorial Coaching Sub-Committee.

The completed form with an entry fee of 10/ - must



be returned to the Hon. Secretary of the Territorial Coaching Sub-Committee.

The fee of any candidate not attending the test on the date specified will be forfeited unless the explanation submitted is approved.

#### E. Awards

A certificate will be issued to a successful candidate.

#### Coach Award

#### A. Qualifications

Before applying, a candidate will be required:

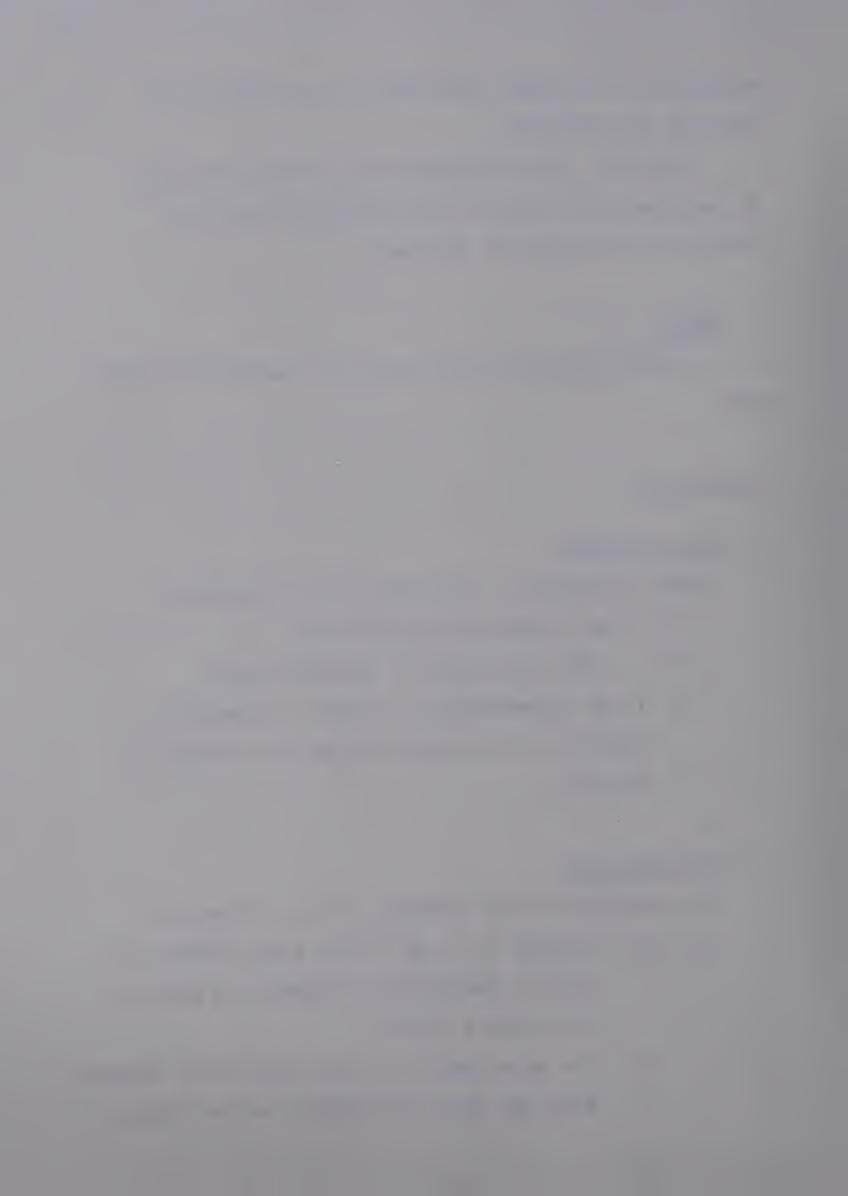
- (1) To be 20 years of age or over.
- (2) To have experience in coaching hockey.
- (3) To be recommended by a Club, an Education

  Authority, or by the College if a student in training.

# B. Practical Test

The candidate may be assessed on the following:

- (1) (a) Methods of coaching the basic strokes and skills, emphasizing footwork and correcting obvious faults.
  - (b) The development of basic positional forward play and defensive marking and covering.



Goalkeeping - methods of controlling and clearing different types of shots from varying angles.

- (c) Coaching the tactics for bullies, rollsin, corners and free hits.
- (2) Personal performance in demonstrating strokes and ball control.
- (3) General organization, use of voice, and manner of approach.

#### C. Written Test

The candidate may be asked questions on any of the following:

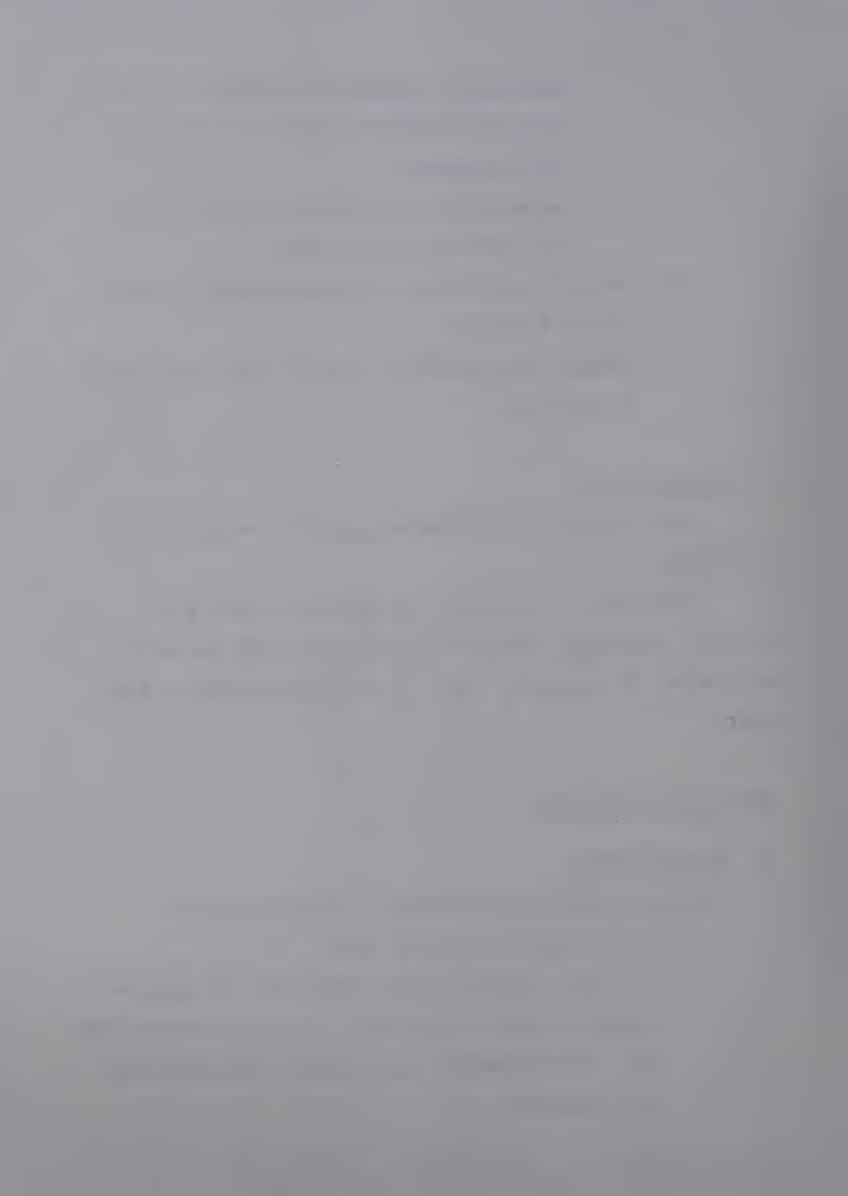
The Rules of the Game, the general training of players, equipment, uniform, discipline, team and match etiquette, and personal ideas of what constitutes a good coach.

## Advanced Certificate

# A. Qualifications

Before applying, a candidate will be required:

- (1) To be over 25 years of age.
- (2) To have attended one or more Advanced Courses approved by the A.E.W.H.A., or to be recommended by two Territorial Associations for which she has coached.



- (3) To be recommended by a coach of an Advanced Course and a County Association.
- (4) To hold the Coach Award qualification or to have had at least four years' coaching experience with players of varying standards.

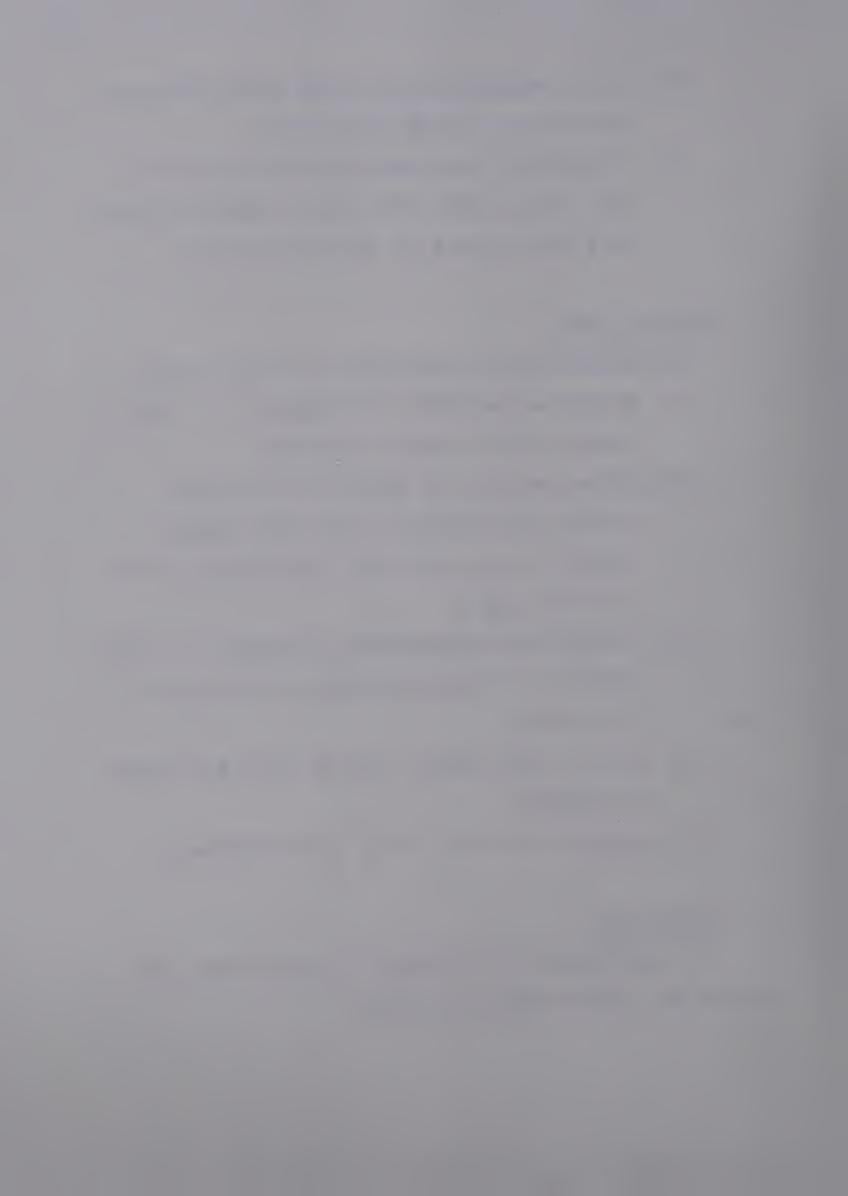
#### B. Practical Test

The candidate may be assessed on the following:

- (1) Methods of coaching individuals, and teams of school, club or county standard.
- (2) Demonstrations and coaching of advanced strokes, ball control, rules and tactics, together with intelligent application of the art of the game.
- (3) Planning and organization of outdoor or indoor sessions, including lectures and the use of visual aids.
- (4) General organization, use of voice and manner of approach.
- (5) Answers to points raised by the examiners.

# C. Written Test

The candidate will be asked to prepare plans for outdoor and indoor coaching sessions.



	The	Name	and	Address	of the	Hon.	Coaching	Secretary
for	the							
	• • •	• • • • •						Territory
is	• • •	• • • • •				• • • • •		
	• • •					• • • • •		
				• • • • • •		• • • • •		

·.



# ALL ENGLAND WOMEN'S HOCKEY ASSOCIATION AND THE HOCKEY ASSOCIATION JUNIOR SECONDARY TEACHER'S HOCKEY CERTIFICATE

#### Introduction

This certificate is intended to provide a means whereby teachers, both men and women, may receive some tangible recognition of their qualification to coach hockey to boys and girls under 14 years of age.

It is hoped that those who qualify will be in a position to do much to improve the standard of play, to encourage enthusiasm, individual initiative and a sense of achievement amongst players.

#### General

These notes have been prepared to enable candidates to understand fully what is required of them when sitting the Teacher's Certificate Examination. Candidates will be examined when working with players under 14 years of age and where possible the group will be appropriate to their experience.

## Coaching Courses

Before presenting themselves for the examination candidates must have attended a minimum of 12 hours tuition on H.A. or A.E.W.H.A. recognized Courses.

Courses are being arranged by Local Education



Authorities, Counties, Colleges of Education, Universities and our own Associations.

#### Examination

The examination will be divided into two parts.

#### A. Part I: Practical

A practical session of 40 minutes demonstrating coaching and giving a practice for the skill followed by the coaching of a game emphasizing the skill and some of the relevant tactics. The skill will be selected by the examiners.

N.B. Coaching in the game may be small sided games or a full game.

# B. Part II: Written

A two hour paper which will include a half hour part on the application of the rules of the game.

In the practical test the examiners will be looking for the following points:

- (1) Neat turnout of the candidate, with essential equipment.
- (2) Pleasant manner, enthusiasm, contact with the group.
- (3) Good organization and timing.
- (4) Good presentation and demonstration.
- (5) Clear voice.



- (6) Class and individual coaching.
- (7) Suitable practices.
- (8) Coaching in the games, both around and away from the ball.

For guidance to candidates the following points should be borne in mind:

- (1) Get the class working as quickly as possible.
- (2) Avoid lengthy descriptions. Explanations should be short and to the point.
- (3) Observe the class closely. Select the main points of coaching that will help the class improve their performance quickly.
- (4) Are the players interested and can they hear?
- (5) Are the demonstrations good and can everyone see?
- (6) Is the practice carried over into the game?
- (7) Are all the players part of the game?
- (8) Does the game improve, if not why?
- (9) What about the equipment? Where is it during practices and during the game.

# Syllabus

# A. <u>Practical</u>

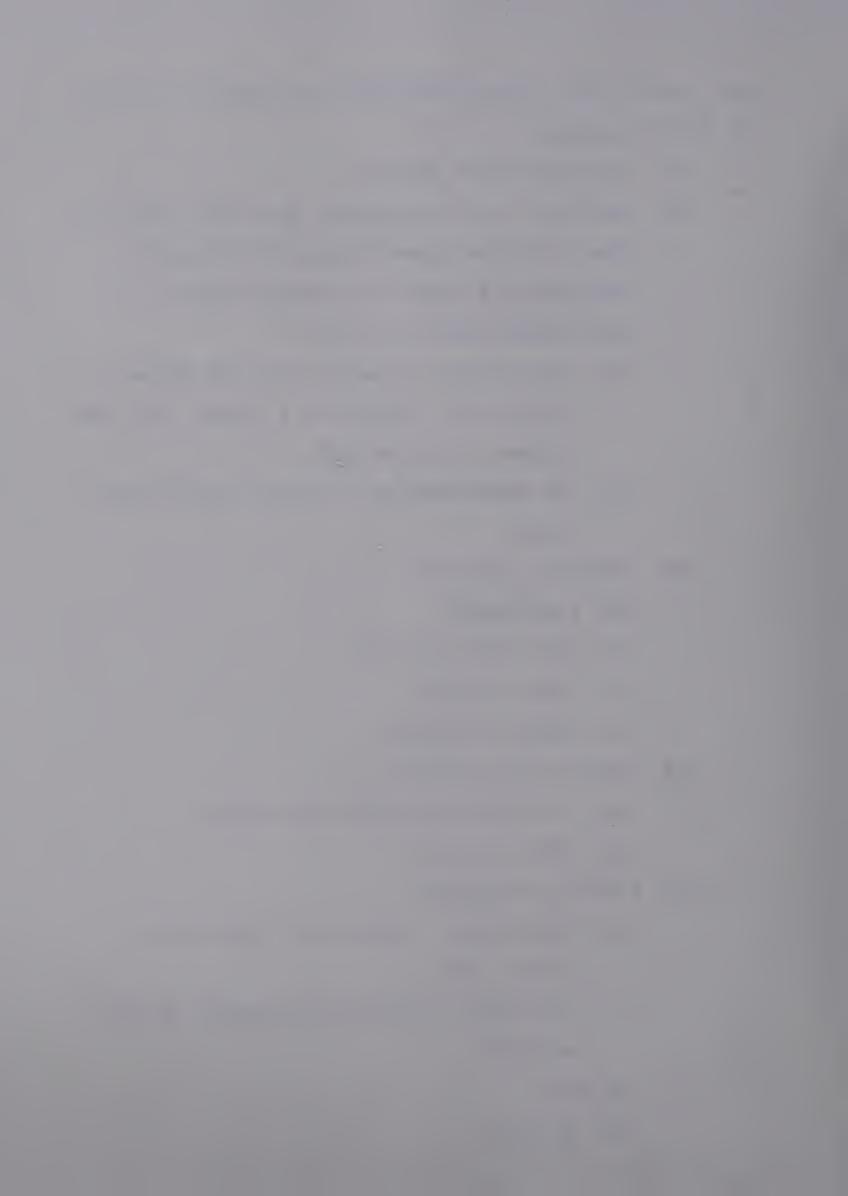
In addition to knowing the specific details of each of the skills listed below the candidates should have a knowledge of the breakdown of the skills in the game.

i.e. The position of the head, shoulders, arms,



feet, hands, etc. Balance and the transference of weight and follow through.

- (1) Individual ball control.
- (2) Passing. It is recommended that work should be done in threes rather than pairs for skills practices, in order to encourage players to look around them for a pass.
  - (a) The methods of passing: (i) The Drive/ The Hit; (l) Direct to a player; (2) Into a space; (ii) The Push.
  - (b) The understanding of simple passing movements.
- (3) Receiving the ball.
  - (a) From behind.
  - (b) From right and left.
  - (c) From in front.
  - (d) Receive and shoot.
- (4) Running with the ball.
  - (a) In different patterns and speeds.
  - (b) Move and shoot.
- (5) Beating an opponent.
  - (a) Right dodge beating the opponent on his/her left.
  - (b) Left dodge beating the opponent on his/ her right.
- (6) The bully.
  - (a) The bully.



- (b) Methods of winning the bully.
- (7) Tackling:
  - (a) From in front.
  - (b) From right.
  - (c) From left.
- (8) Goalkeeping.
  - (a) Kicking.
  - (b) Controlling the shot with pads, hand and stick followed by clear.
  - (c) Positioning in circle.
- (9) Elementary Tactics. The coaching of the basic skills and tactics are related to:
  - (a) Corners.
  - (b) Free hits.
  - (c) Roll in/Push in.
  - (d) Basic positional play.

in small sided games as well as the ll-a-side game.

Candidates should be able to relate their practices to the game situation, setting them up with and/or without opposition varying the speed and pressure on the players.

# B. Written

This section of the examination will be designed to test the adequacy of the candidates knowledge of the game and the application of the rules of the game. Candidates should know the difference between the rules of men's and

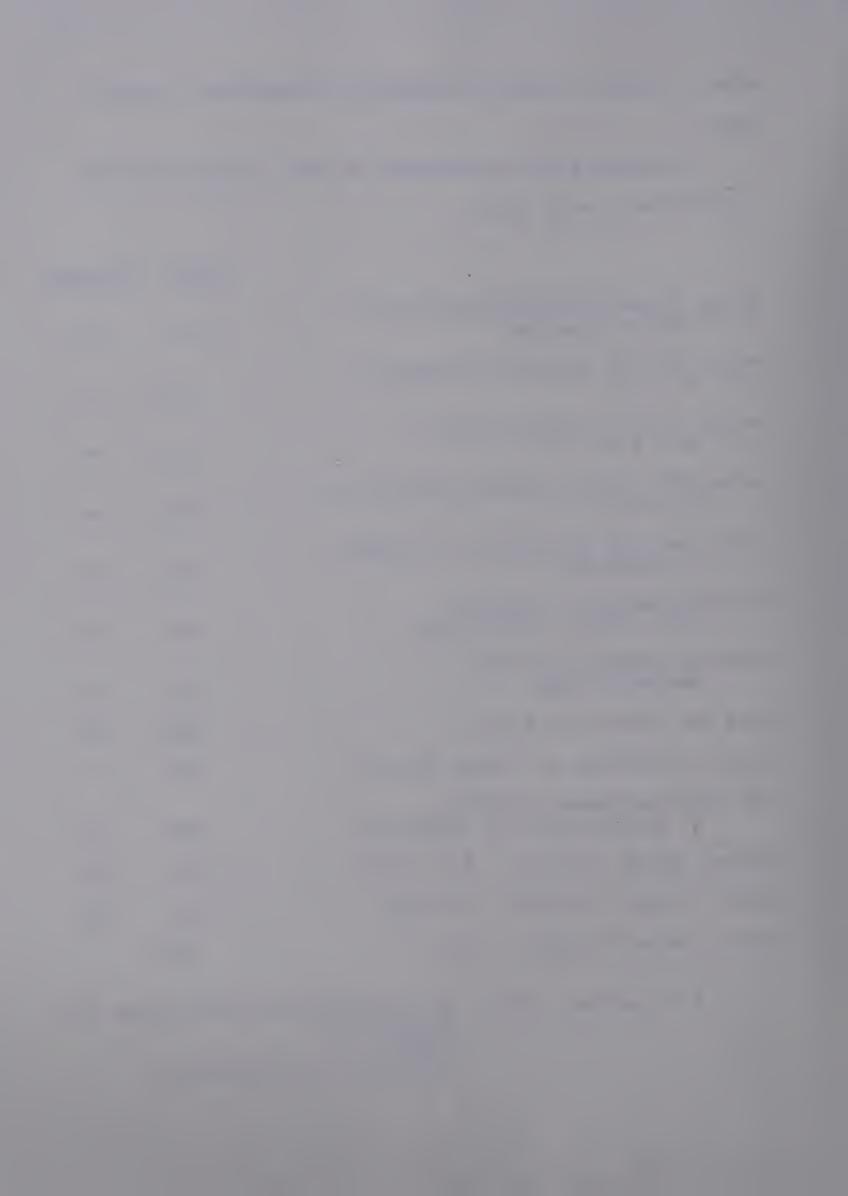


women's hockey and where necessary differentiate between them.

Candidates are recommended to read a selection from the following book list:

	Price	Postage
Hockey Association Coaching Manual - Hockey Coaching	£2.50	2 j p
Notes for the Guidance of Umpires - M.C.H.A.	30p	
Hockey in the Primary School - A.E.W.H.A.	. 10b	
Hockey for Junior Secondary Age Group - A.E.W.H.A.	25p	
1001 Practices and Points for Hockey - J. Macheath	65p	llp
Coaching Hockey in Schools - E.G. Taylor - Hard Paper	50p	7 p
Coaching Hockey - an ABC - Marjorie Cadel	40p	6 p
Just for Kicks - R. Heyhoe	50p	6 p
Rules of the Game of Hockey (Men's)	20p	
Umpiring for Women's Hockey - E. Warwick and R.J. Blaxland	40p	6 p
Better Hockey for Boys - G.T. Poole	£.1.15	10p
Better Hockey for Girls - B. Read	£ 1.05	10p
Teach Yourself Hockey - E.U.P.	50p	

All available from: Marjorie Pollard Publications Ltd.
Whitemilnes,
Kencot,
Lechlade, Gloucestershire.



# C. Application and Fees

The Application form and details may be obtained from:

H.A. National Coach, J.F. Cadman, 22. Oaks Drive, Colchester, Essex CO3 3PR or A.E.W.H.A. Coaching Secretary, 45, Doughty Street, London WC1N 2LW.

The completed form when returned, must be accompanied by an entry fee of 1.00.

The fee of any candidate not attending the test on the date specified will be forfeited unless the explanation submitted is approved.

#### D. Award

A certificate will be issued to a successful candidate.



# SCOTTISH WOMEN'S HOCKEY ASSOCIATION ELEMENTARY COACHING CERTIFICATE

#### Conditions

- (1) To be 20 years or over.
- (2) To have experience in coaching hockey.

#### Practical Test

- (1) Class organization and management.
- (2) Ability to teach and demonstrate dribbling, driving, fielding, passing, receiving, tackling and kicking for the goalkeepers.
- (3) Recognition and correction of simple faults.
- (4) Ability to introduce beginners to a game.
- (5) Ability to coach a game showing knowledge of simple positioning.

# Oral Test

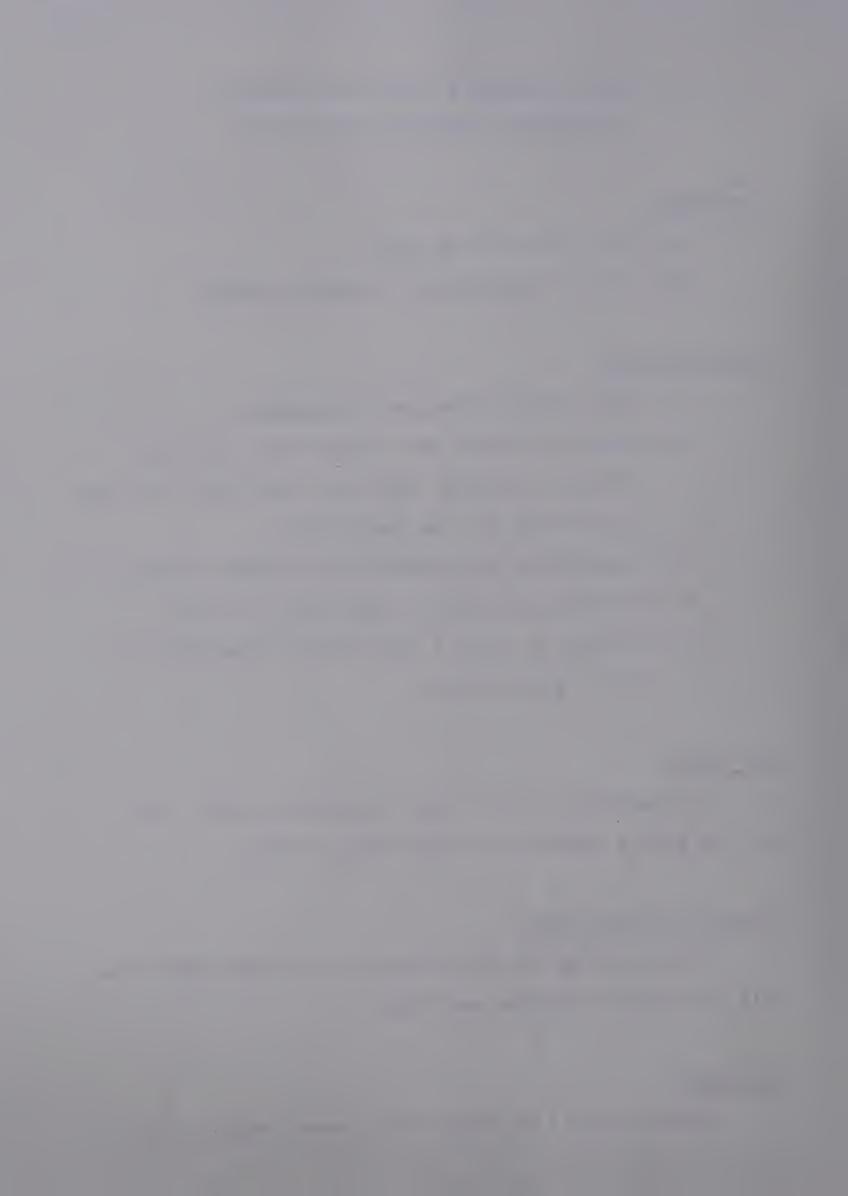
The Candidate may be asked questions on the rules and any points relating to the practical test.

## Elementary Certificate

Having gained the Certificate, the holder should be able to coach in Schools and Clubs.

# Examiners

Examiners will be drawn from a panel appointed by



the S.W.H.A. Council.

#### Tests

Tests will, usually, be held in March and will consist of the two parts already described:

- (1) Practical.
- (2) Oral.

#### Application Forms

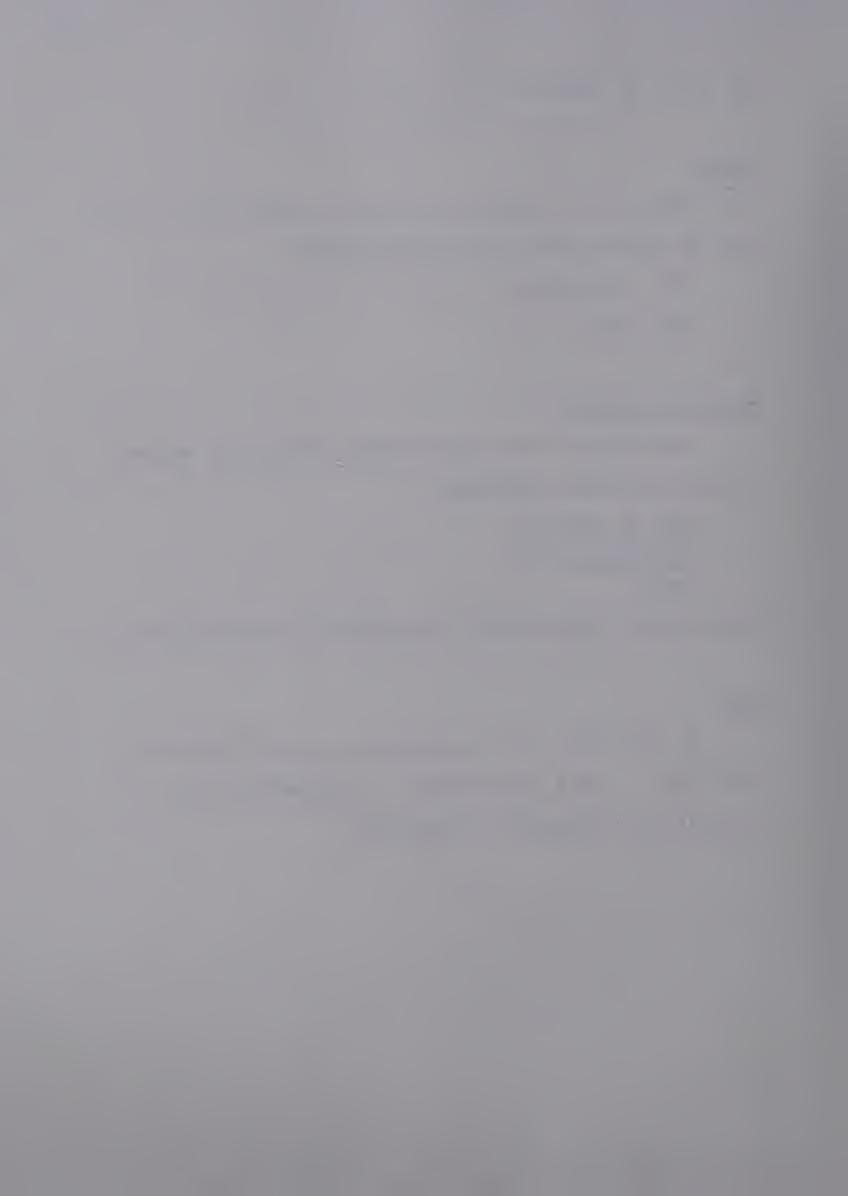
Application forms and further information may be obtained from the Secretary:

Miss P. Adamson, 28 Norton Place, Dunfermline, Fife.

Applications should reach the Secretary by 31st January.

#### Fees

A fee of 50p will be charged to cover administrative costs. (This Certificate is intended for non-specialists in physical education.)



# APPENDIX B

ANALYSIS OF THE GAME OF FIELD HOCKEY



## Theory and Skills in Field Hockey

#### A. Individual Offensive Skills

- (1) Going dribbling; dodging; footwork; acceleration; change of pace.
- (2) Giving passing; passing with variations (direction, intensity, height).
- (3) Gathering receiving; stopping.
- (4) Getting intercepting.
- (5) Goal shooting.

#### B. Individual Defensive Skills

(4) Getting - tackling; marking; intercepting.

# C. Player-to-Player Tactics

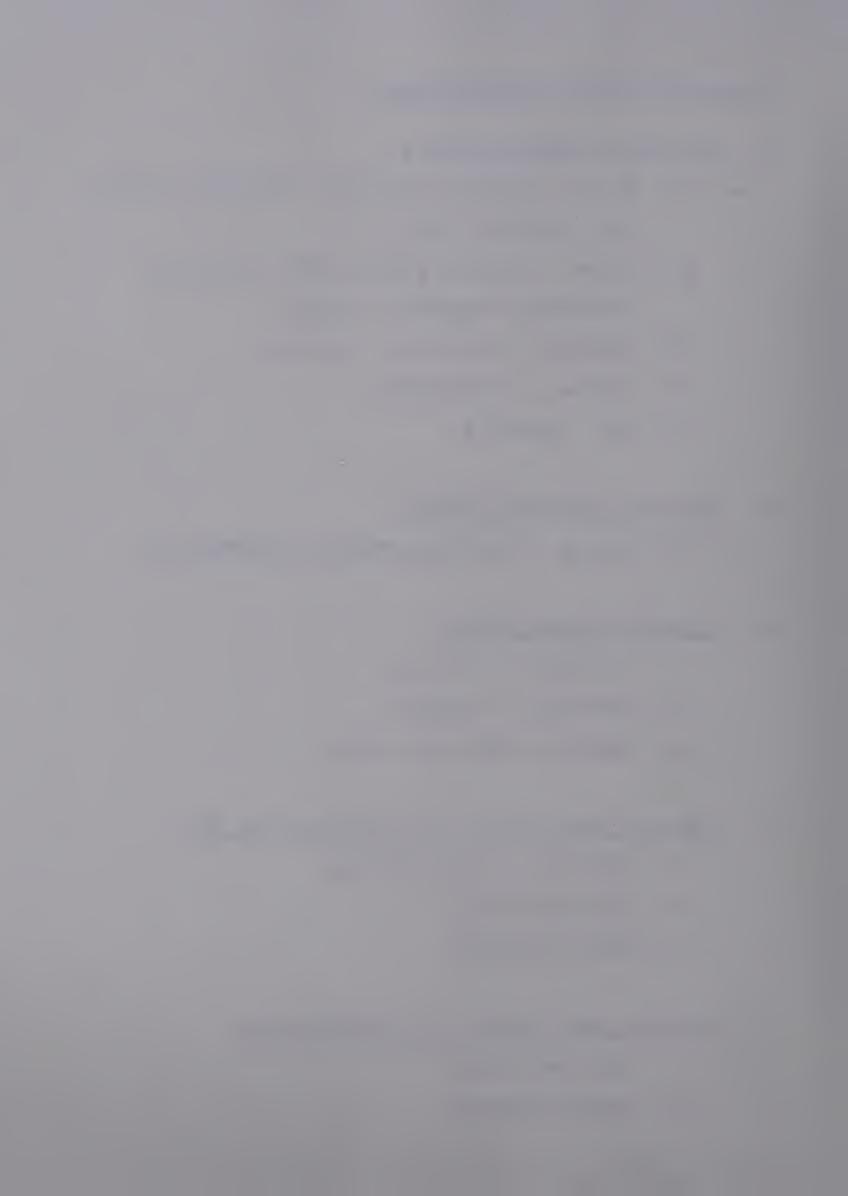
- (1) Principles of offense.
- (2) Principles of defense.
- (3) Combining individual skills.

# D. Offensive Team Tactics - in the Defensive End

- (1) Functions of the goalkeeper.
- (2) Team positioning.
- (3) Passing patterns.

## E. Offensive Team Tactics - in the Mid-Field

- (1) Team positioning.
- (2) Passing patterns.



#### F. Offensive Team Tactics - in the Offensive End

- (1) Team positioning.
- (2) Passing patterns.
- (3) Scoring strategies.

# G. Defensive Team Tactics - in the Defensive End

- (1) Marking and covering both inside and outside the circle.
- (2) Responsibilities of goalkeeper.
- (3) Team positioning.

### H. Defensive Team Tactics - in the Mid-Field

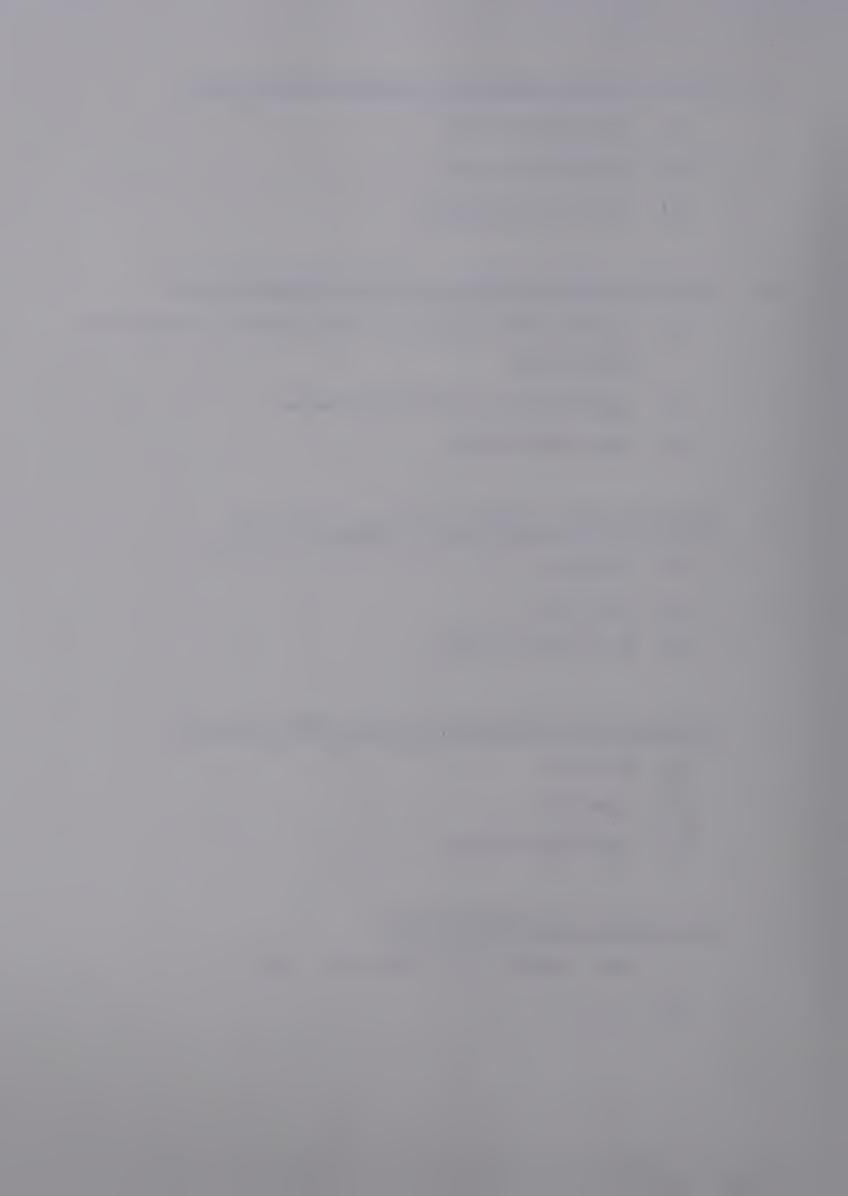
- (1) Marking.
- (2) Covering.
- (3) Team positioning.

# I. Defensive Team Tactics - in the Offensive End

- (1) Marking.
- (2) Covering.
- (3) Team positioning.

## J. Game (Basic Team Formations)

- (1) Small games 1v1, 2v2, 4v4, 8v8.
- (2) 11 v 11.



### K. Special Situations.

- (1) Free hit.
- (2) Out of bound situations.
- (3) Penalty corner.
- (4) Penalty bully/stroke.
- (5) Bully.

### Coach's Responsibilities

#### A. The Game

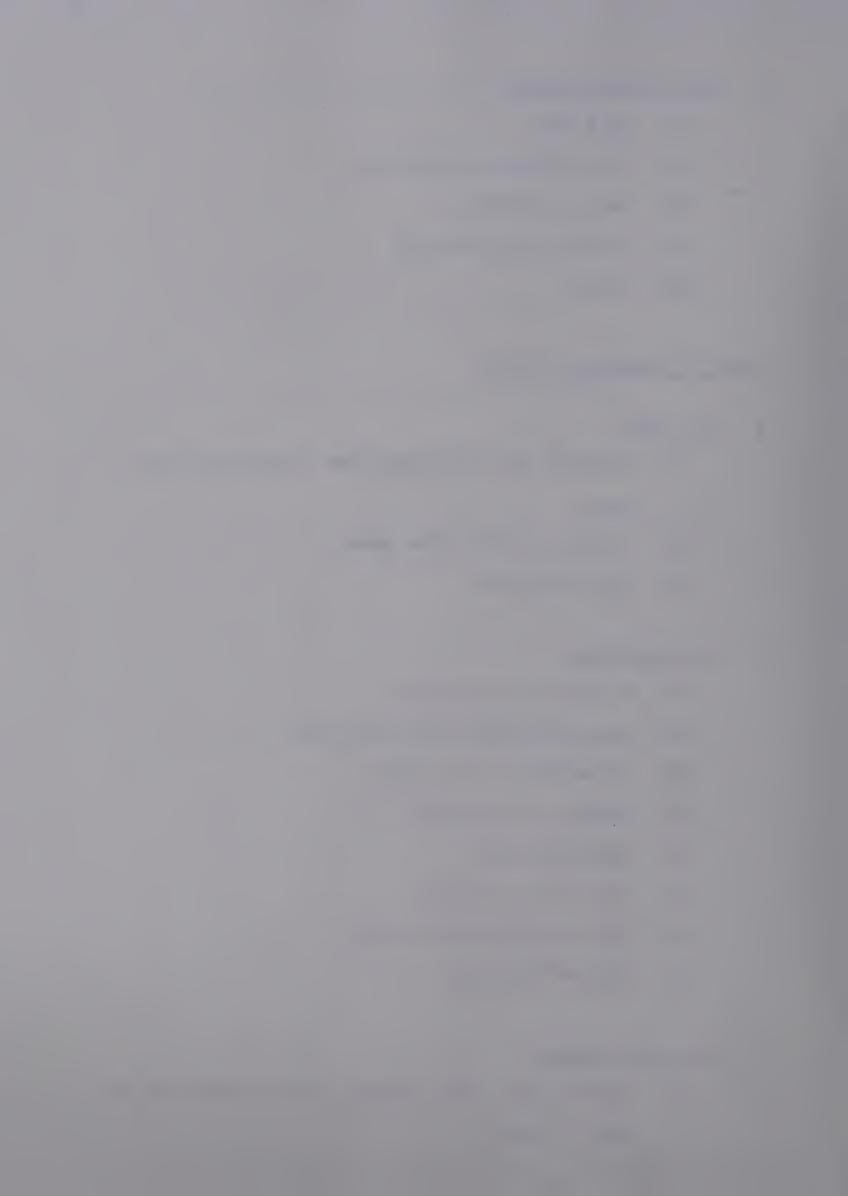
- (1) Physical and psychological preparation for game.
- (2) Coaching during the game.
- (3) Game analysis.

# B. The Practice

- (1) Practice organization.
- (2) Long and short-term planning.
- (3) Preparation for a game.
- (4) Methods of teaching.
- (5) Communication.
- (6) Analysis of skills.
- (7) Psychological principles.
- (8) General welfare.

## C. Areas of Concern

(1) Implications for coaches arising from age and skill levels.



- (2) Officiating and rules.
- (3) Prevention and care of athletic injuries.
- (4) Team selection.
- (5) Equipment.
- (6) Audio-visual materials.
- (7) Training and conditioning.
- (8) Psychology of coaching.

## D. Coach's Philosophy

- (1) Attitude toward competition.
- (2) Code of ethics.
- (3) Role of captain.
- E. Canadian Field Hockey CW Philosophy
- F. <u>International Field Hockey IFWHA & FIH</u>



### APPENDIX C

PROPOSED CERTIFICATION LEVELS



### Level One Certification

### (A) Prerequisites

No coaching experience necessary. Candidates must have read rulebook and manual provided prior to clinic.

## B. Length of Course

8 hours.

#### C. Content of Course

## (1) Practical (5 Hours)

Basic strokes (dribble, drive, push).

Basic dodges and tackles.

Receiving the ball.

Fundamental team positions.

Basic principles of offense and defense.

Goalkeeping.

Special situations.

## (2) <u>Lecture (2 Hours)</u>

Brief outline of purpose and philosophy of C.W.F.H.A. and its coaching program.

Values of field hockey.

Implications for coaching based on age and skill level of participants.

Discussion of the importance of proper equipment.

Practice organization.



Review of rules.

Basic first aid.

#### D. Method of Evaluation

## (1) Practical (1/2 Hour, 75% of Mark)

Candidates must be able to demonstrate basic strokes, dodges and tackles.

# (2) Written (1/2 Hour, 25% of Mark)

Must be able to answer questions based on material covered in lectures and practical sessions.

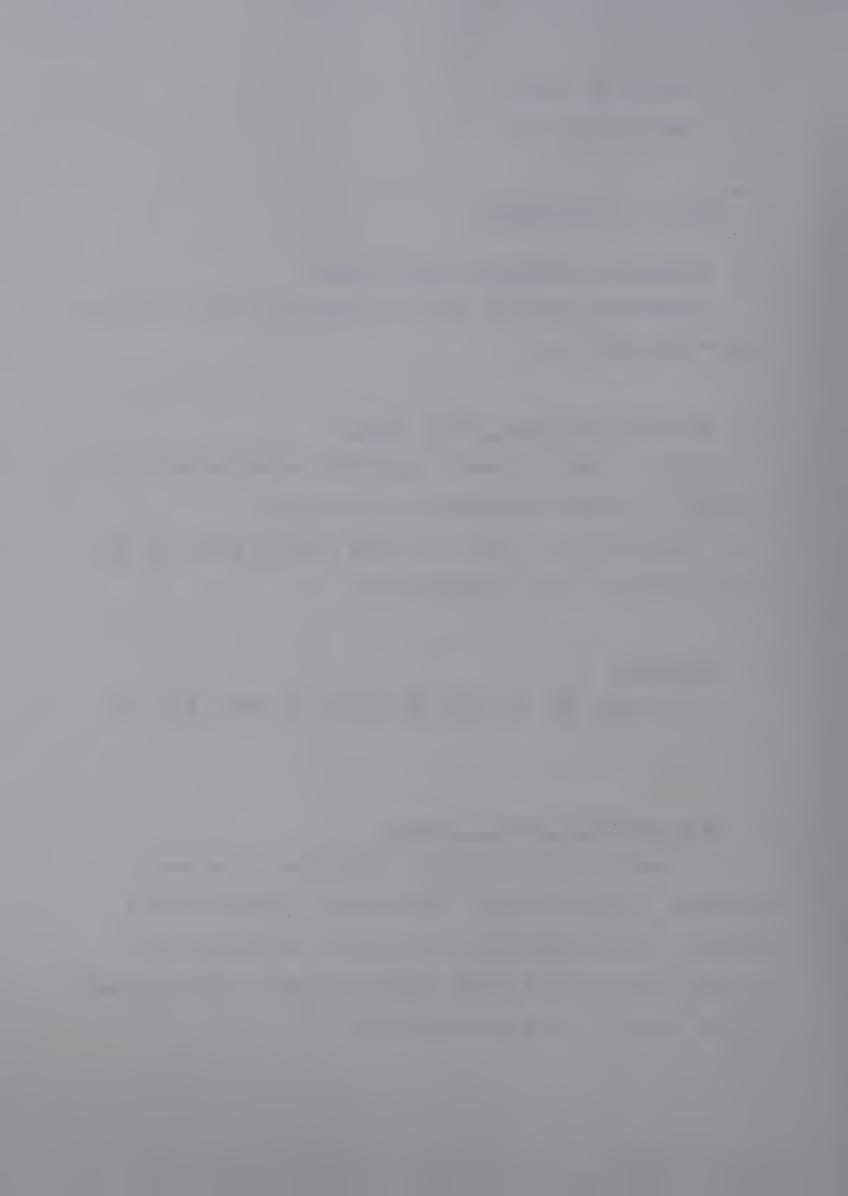
Candidates must have at least a total grade of 75% to be granted a Level I Certificate.

### E. Examiners

Any coach who has been certified at Lével III, IV or V.

# F. Description of Level I Coach

A Level I Coach should be qualified to instruct beginners in the basis of field hockey. She/he should possess a basic knowledge of the skills and tactics of the game and should be able to make practical application of the rules to the game situation.



#### G. Validity Period of Level I Certificate

The Level I certificate is valid for a period of three years before recertification must take place.

#### Level Two Certification

### A. Prerequisites

Candidates must have obtained a Level I Certification or its equivalent and must have either been the coach or assistant coach of a team for at least ten hours of practices.

#### B. Length of Course

15 hours.

## C. Content of Course

## (1) Practical (9 Hours)

Analysis and correction of basic skills.

Techniques and uses of flick and scoop.

Passing patterns.

Scoring strategies.

Variations in marking and covering responsibilities.

Practice of team play.

Goalkeeping theory.

Introduction to officiating.



### (2) Lecture (6 Hours)

Brief history of field hockey in Canada.

Loop film analysis of skills.

Conditioning methods.

Prevention of injuries.

Coaching philosophies.

Role of the captain.

Pre, during and post game talks.

Selection of the team.

Planning the season.

### D. Method of Evaluation

## (1) Practical (1 Hour)

(20%) Candidates must be able to demonstrate basic strokes, flick, scoop, and fundamentals of goalkeeping.

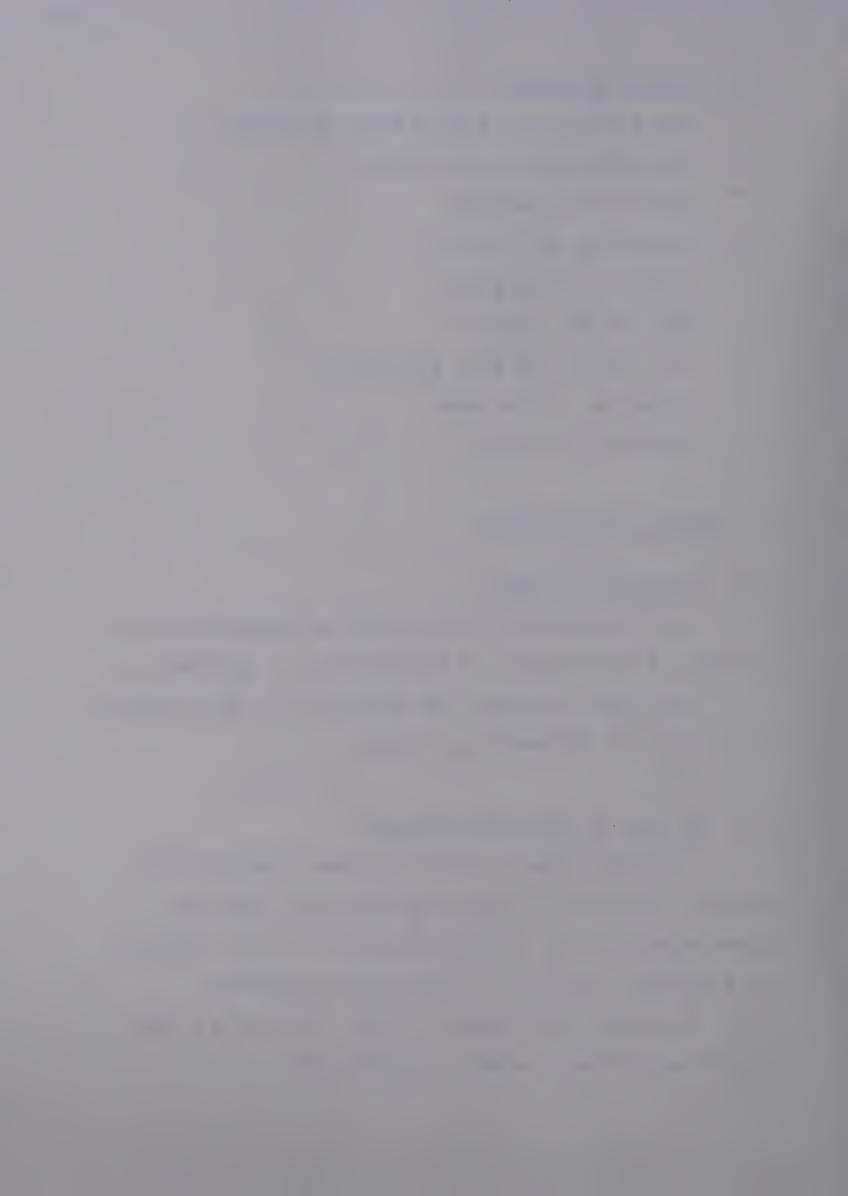
(40%) Must organize and conduct a 1/2 hour practice for a group of intermediate players.

# (2) Written (1 hour, 40% of Mark)

Candidates must be able to answer questions on material covered in lecture and practical sessions.

These questions may involve analysis of films, analysis of situations, essays or short answer questions.

Candidates must obtain a total grade of at least 75% to be granted a Level II certificate.



#### E. Examiners

Any coach who has obtained a Level III, IV or V Certificate.

#### F. Description of a Level II Coach

A Level II Coach should be able to develop in the players an <u>understanding</u> of the skills and tactics of the game.

Should be capable of selecting and preparing an intermediate team for a season of play.

#### G. <u>Validity Period of Level II Certificate</u>

The Level II certificate is valid for a period of three years before recertification must take place.

# Level III Certification

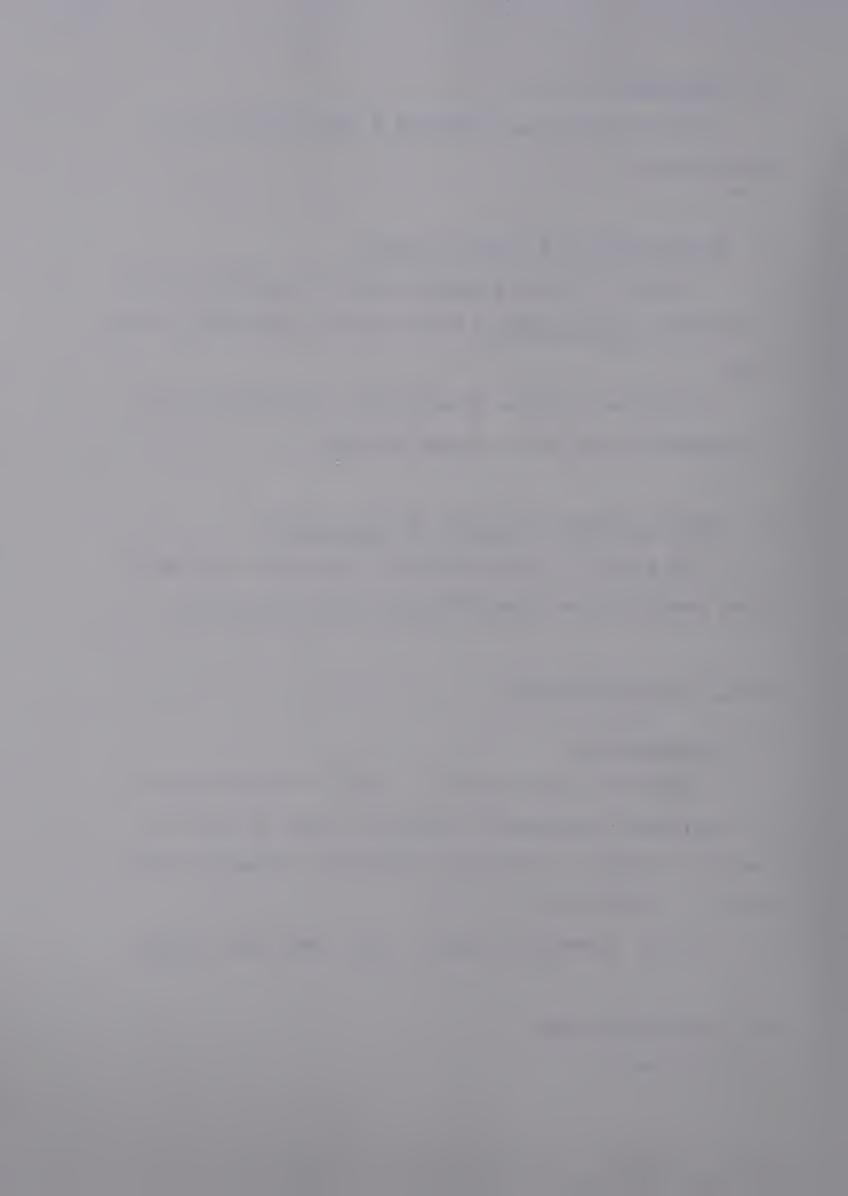
# A. <u>Prerequisites</u>

Candidates must possess a Level II Certificate or its equivalent and must have had at least 35 hours of coaching a team in a practice situation following their Level II certificate.

Should possess at least a local umpiring rating.

# B. Length of Course

20 hours.



### C. Content of Course

## (1) Practical (10 Hours)

Advanced skills (reverse stick, etc.).

Advanced dodges and tackles.

Advanced passing patterns.

Advanced strategies for special situations.

Skills and tactics for each position.

Practices for game situations.

Advanced goalkeeping tactics.

# (2) Lecture (10 Hours)

How to promote the game of field hockey.

Analysis of game films.

Analysis of each position.

How to analyze opponents during a game (what to look for and how to chart).

Training and conditioning for advanced players.

Care of athletic injuries.

Uses of audio-visual material.

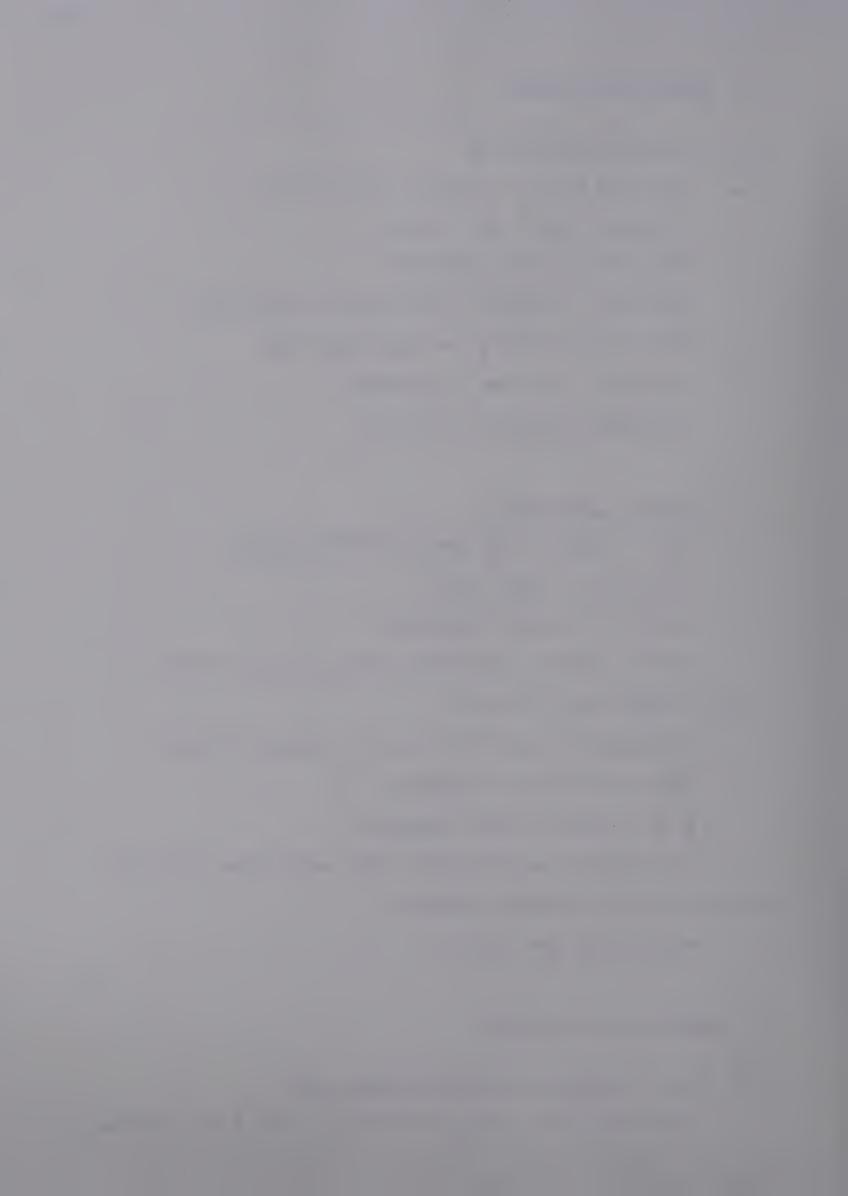
The coaches relationship with associates (grounds-men, assistant coaches, managers).

Motivating the athlete.

# D. Method of Evaluating

# (1) Oral Examination (8-10 Minutes, 30%)

Candidates will be questioned on team play and posi-



tional play of individual players during a demonstration game.

## (2) Written Examination (2 Hours, 70%)

Candidates must be able to answer questions based on material covered in lecture and practical sessions.

Candidates must obtain an overall grade of 80% to be granted a Level III certificate.

## E. Examiners

Any coach who has obtained a Level IV or V certificate.

hour instruction session in methods of conducting Level I and II clinics will be given to successful candidates.

## F. Description of Level III Coach

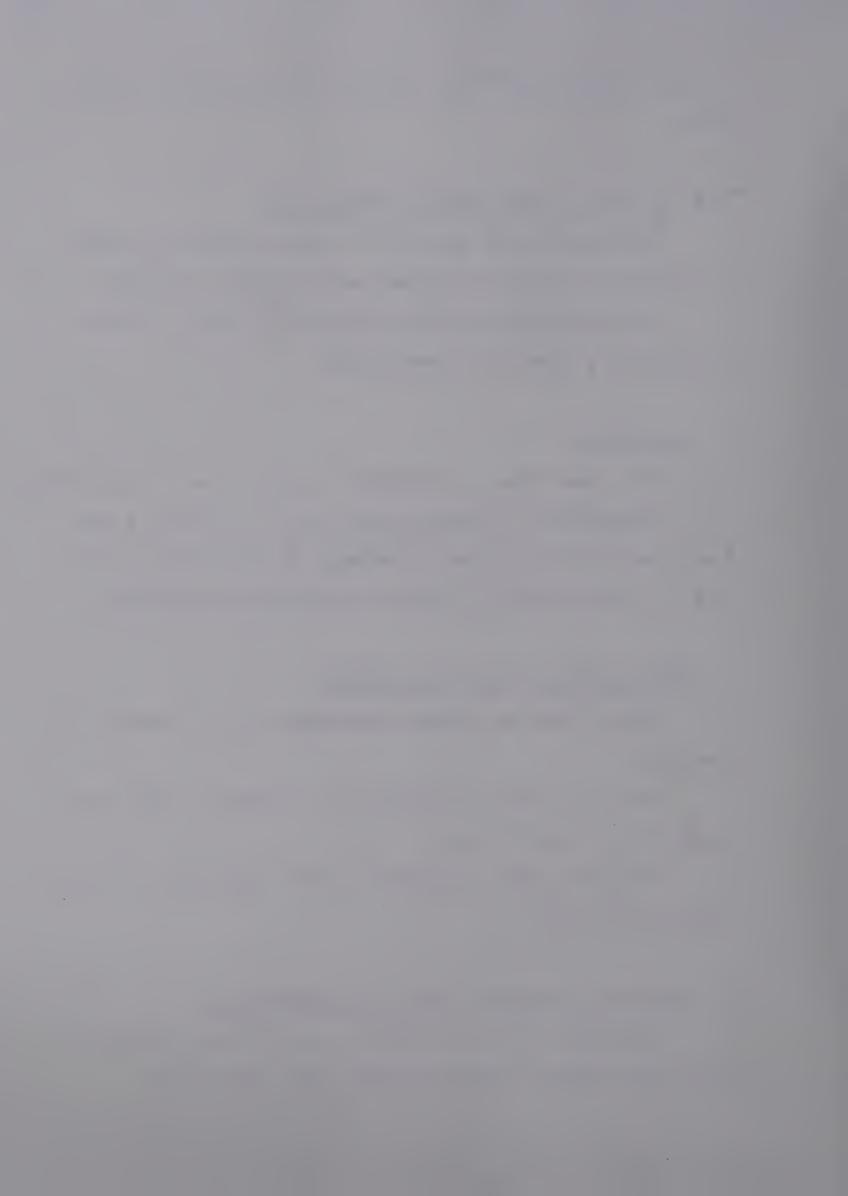
Should have an indepth knowledge of all aspects of the game.

Should be able to organize and conduct a year long program for a senior team.

Should be able to conduct Level I and Level II certification clinics.

# G. Validity Period of Level III Certificate

The Level III certificate is valid for a period of five years before recertification must take place.



#### Level IV Certification

#### A. Prerequisites

Candidates must possess a Level III Certificate or its equivalent.

They must have coached a University, Provincial or equivalent level team for at least three years and must possess a minimum of a National C Umpiring rating.

### B. Length of Course

30 hours.

# C. Content of Course

### (1) Practical (8 Hours)

Review of all skills.

Many drill variations.

Practices for the team as a whole.

Advanced goalkeeping skills.

Experimentation with different team formations.

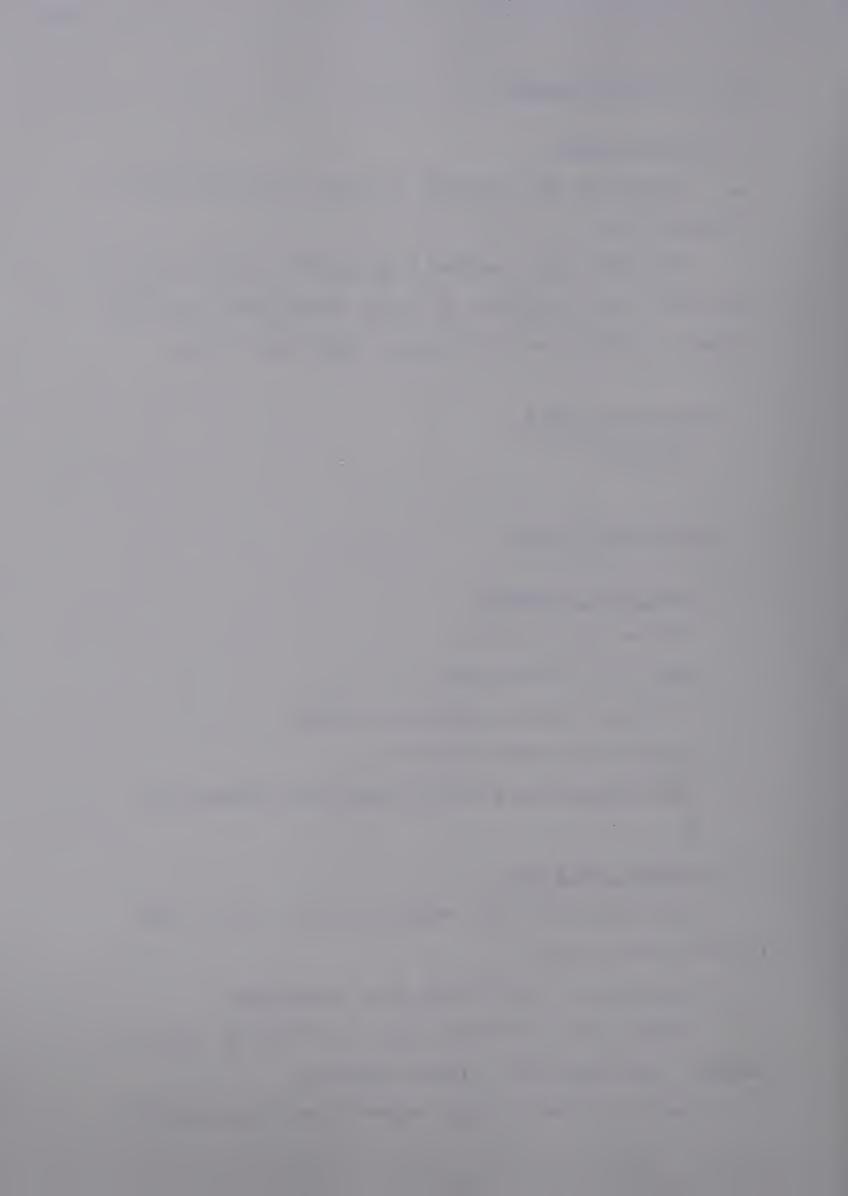
# (2) Lecture (22 Hours)

International field hockey and the role of the Canadian Association.

Evaluation of different team formations.

Methods of evaluating player performance (psychological, physiological, kinesiological).

Review of field hockey research and its practical



application.

Presentation of an original paper on some aspect of the game of field hockey.

Promotion of the game of field hockey - the coaches role.

Development of team cohesiveness.

#### D. Method of Evaluation

### (1) Oral Presentation (1/2 - 1 Hour, 40%)

Candidates must present and defend an original paper prepared prior to the clinic based on some aspect of the game of field hockey.

## (2) Written Examination (2 1/2 - 3 Hours, 60%)

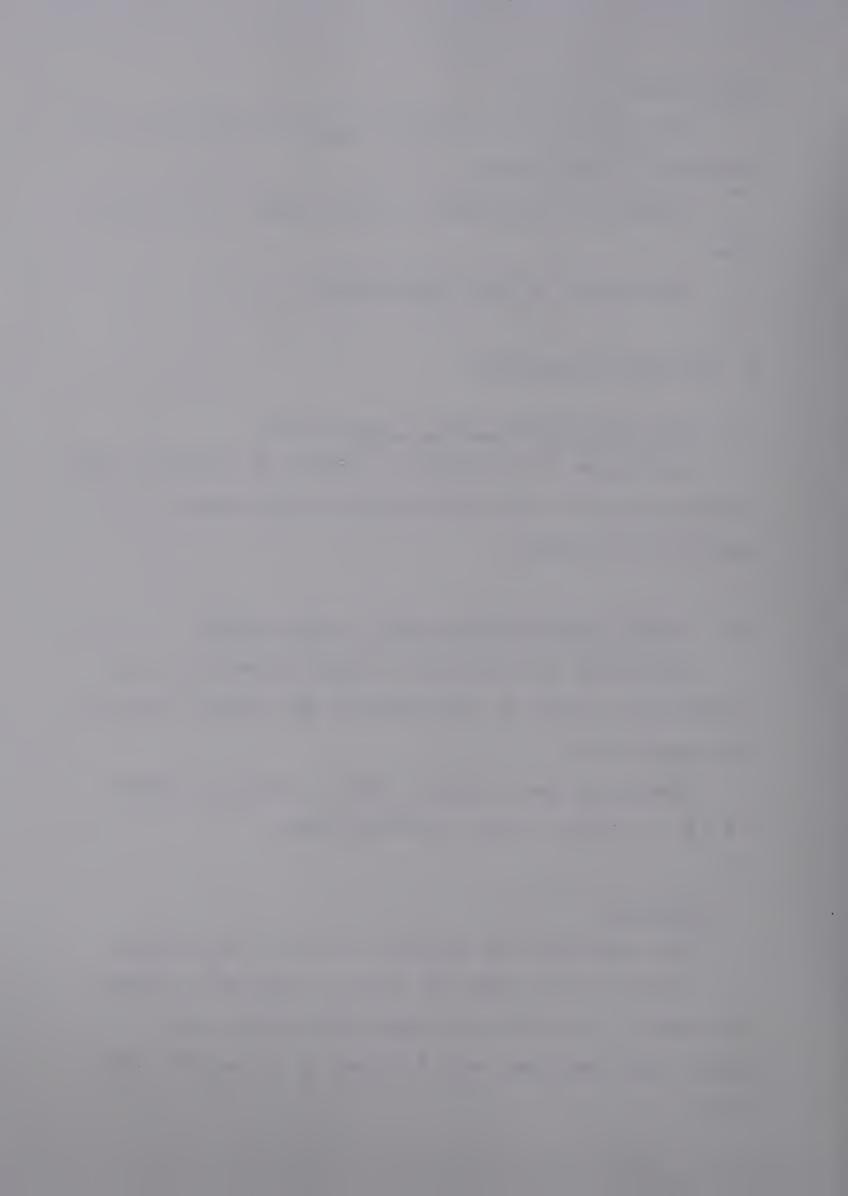
Candidates must be able to answer questions based on material covered in the practical and lecture sessions from Levels I-IV.

Candidates must obtain a total grade of at least 80% to be granted a Level IV Certificate.

# E. <u>Examiners</u>

Any coach who has obtained a Level V certificate.

Following the Level IV clinic, a two hour instruction session in methods of conducting Levels I-III certification sessions will be given to successful candidates.



#### F. Description of a Level IV Coach

A Level IV coach should be capable of coaching or assisting with the coaching of a National team.

The Level IV coach should possess an innovative approach to the game and should be a leader in the coaching field in Canada.

The Level IV coach should be capable of certifying Level I, II and III coaches.

#### G. Validity Period of Level IV Certificate

The Level IV certificate is valid for a period of five years before recertification must take place.

## Level V Certification (30 Hours)

## A. Prerequisites

Should have a National B Umpiring rating.

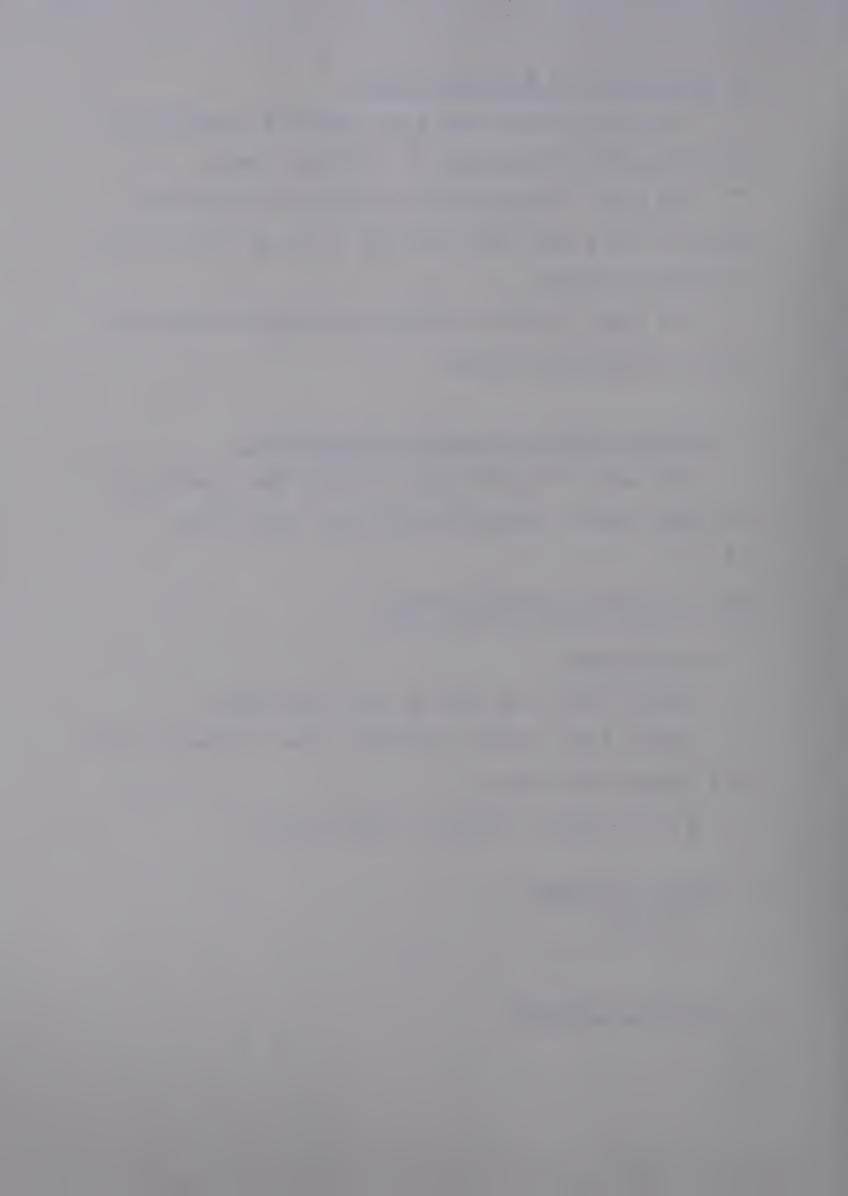
Should have coached a National team or touring team for at least five years.

Should possess a Level IV certificate.

# B. Length of Course

30 hours.

# C. Content of Course



#### D. Method of Evaluation

It is our thought right now that the Level V certificate could be given automatically to any coach fulfilling the prerequisites. If a coach is not worthy of a Level V certificate then they should not be chosen as the National coach for five years.

#### E. Examiners

# F. Description of a Level V Coach

Should be the best coaches in Canada and should be ranked with the best coaches in the world.

Should be capable of certifying coaches at Levels I-IV.

## G. Validity Period of Level V Certificate

The Level V certificate is valid as long as the coach continues to either actively coach or certify coaches at Level III or above at least once every three years.



APPENDIX D

COACHING CERTIFICATION PROGRAM
(REVISION I)



#### LEVEL I

#### A. Description of Level I Coach

- (1) A Level I Coach must be qualified to instruct beginners in the basics of field hockey.
- (2) A Level I Coach must possess a basic knowledge of the skills and tactics of the game.
- (3) A Level I Coach must be able to make practical application of the rules of the game.

#### B. Prerequisite

- (1) No coaching or playing experience necessary.
- (2) Candidate must have read rule book, first aid book and notes prior to the clinic.
- (3) Candidate must have answered questions on the rules and the first aid procedures prior to clinic.
- (4) Candidate must be at least 18 years of age.

# C. Length of Course

Total: 12 hours - Sessions - 11 hours.

Practical Exam - 1/2 hour.

Written Exam - 1/2 hour.

D. <u>Cost of Course</u> (Subject to Change by Provincial Association)
\$ 8.00

\$10.00 (if rule book and first aid book are required).



# E. Evaluation - 1 Hour

Candidate must have at least a total grade of 75% to be granted a Level I Certificate.

- (1) Practical Exam weight of 75% of mark.
  - (1.1) Demonstrate and coach specified skills with an individual or group of beginners.
  - (1.2) Explain and organize a specified team play situation.
  - (1.3) Organize and coach a group in a practice situation.
- (2) Written Exam weight of 25% of mark.

  Note: Candidate must achieve 85% on their practical exam and 60% on their written exam.

#### F. Examiners

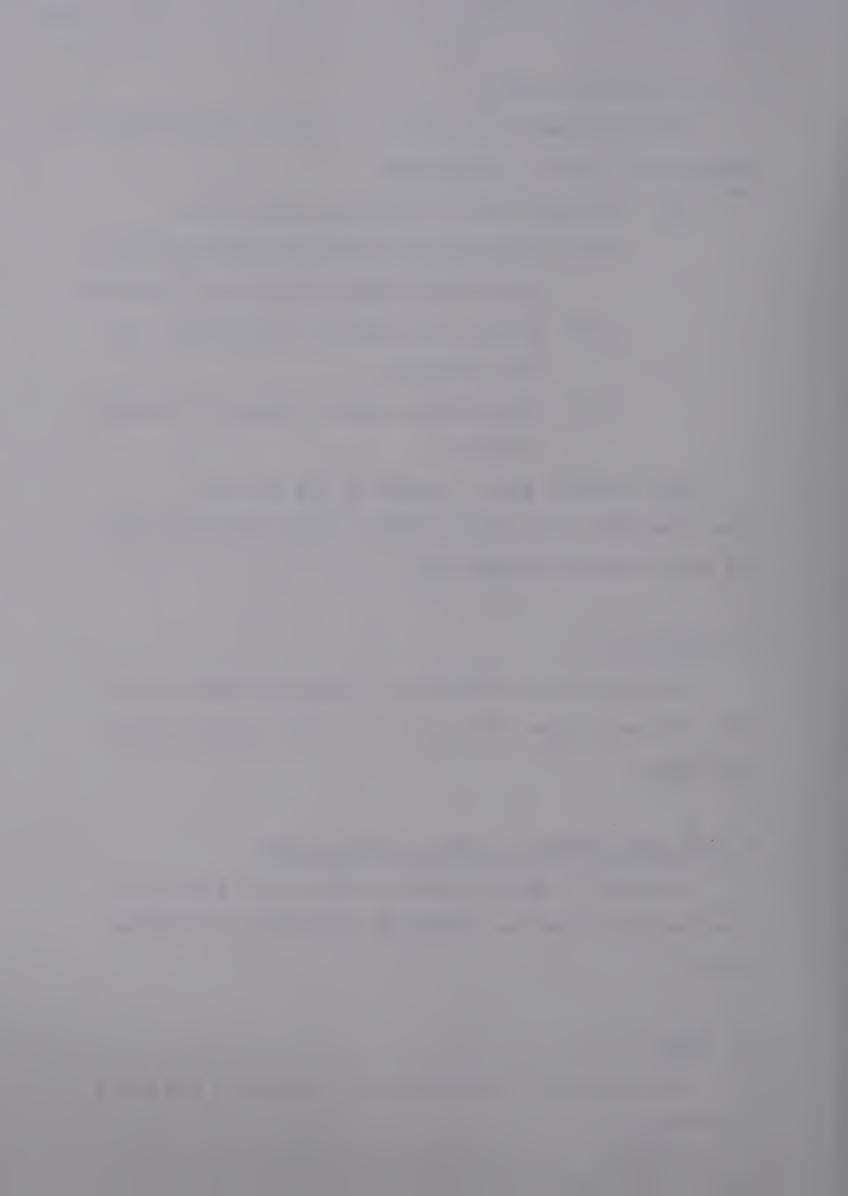
Individual(s) selected by a Coaching Committee who have obtained a Level III, IV, or V Certificate or their equivalent.

# G. Validity Period of Level I Certificate

The Level I Certificate is valid for a period of three years and may be renewed by attending a refresher course.

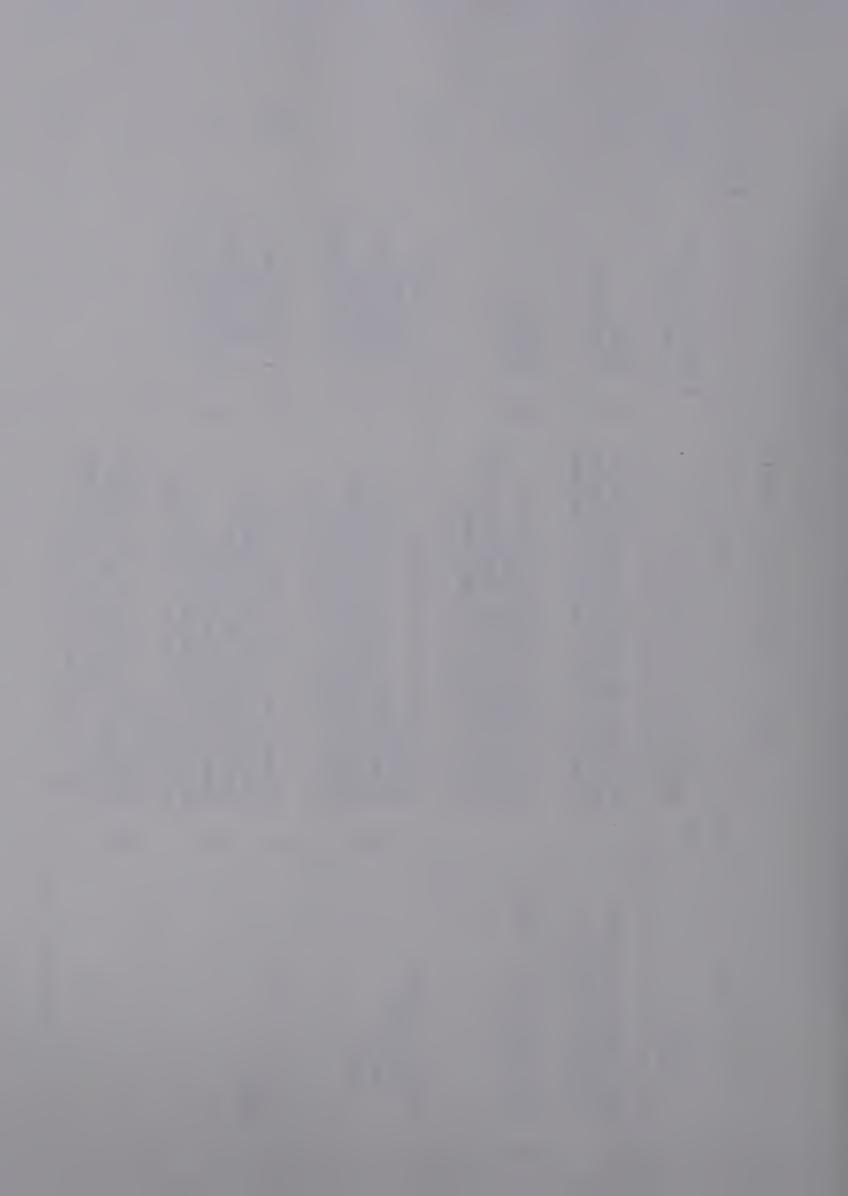
# H. Award

The successful candidates will receive a pin and a certificate.



# LEVEL I CERTIFICATE CONTENT

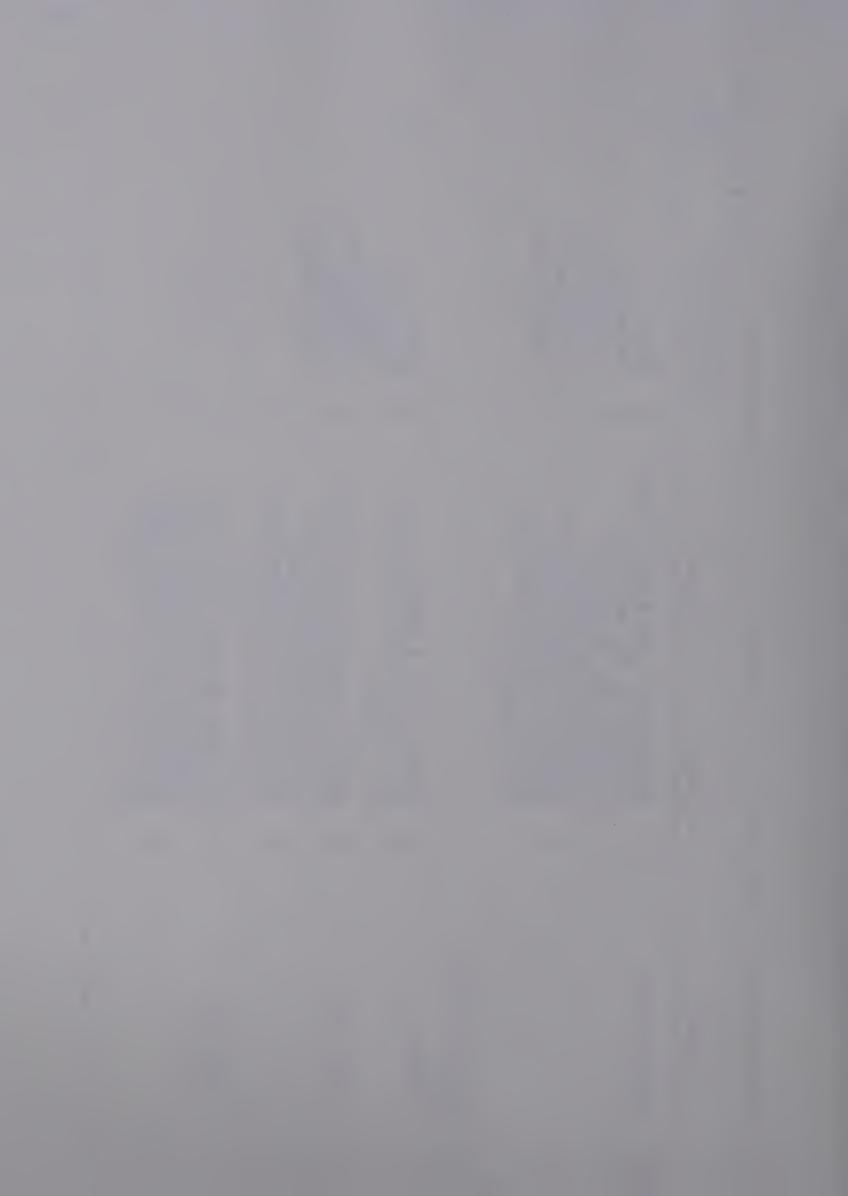
1			DISSEMINATION	TIME
1	CONTENT	OBJECTIVE OF CANDIDATE	F MATERIA	(HOURS)
A	The Canadian Asso- ciation and its coaching program.	I. Discuss the purpose and philossophy of the Canadian Association and its coaching program.	1. Notes 2. Discussion	. 1/4
e m	Age and skill level of players.	Coach should have when instructing young blayers and when instructing beginners.	1. Notes 2. Lecture	. 1/2
	Basic Strokes. Dribble. Push. Drive.	<ol> <li>Demonstrate these basic strokes.</li> <li>Teach these basic strokes.</li> <li>Recognize and correct simple faults evident when these basic strokes are executed.</li> </ol>	1. Instructor - explain - demonstrate 2. Candidate - participate	3/4
· o	Receiving the ball.	1. Demonstrate the body positions in order to receive a ball from any direction. 2. Demonstrate the skills needed to maintain control of the ball once it has been received. 3. Teach the reception of a ball. 4. Recognize and correct simple faults evident when observing the reception of a ball.	1. Instructor - explain - demonstrate - Candidate - participate	1/2



ISSEMINATION TIME OF MATERIAL (HOURS)	Instructor - explain - demonstrate Candidate - participate	Notes Instructor - explain - demonstrate Candidate - participate	Instructor - explain - demonstrate Candidate - participate
Q	7.		
OBJECTIVE OF CANDIDATE	Demonstrate these basic dodges and tackles.  Teach these basic dodges and tackles.  Recognize and correct simple faults evident when these basic dodges and tackles are executed.	Organize a team into field positions. List the basic offensive and defensive responsibilities of each position.	Explain principles of passing.  Describe offensive positional changes that would take place as the ball is advanced down the field.
	. 2	. 2	2 .
CONTENT	Basic dodges and tackles Dodges Right Left Tackles Straight-on Two-handed tackle from right	Fundamental team positioning.	Basic principles of offense and defense
	Ш	т.	



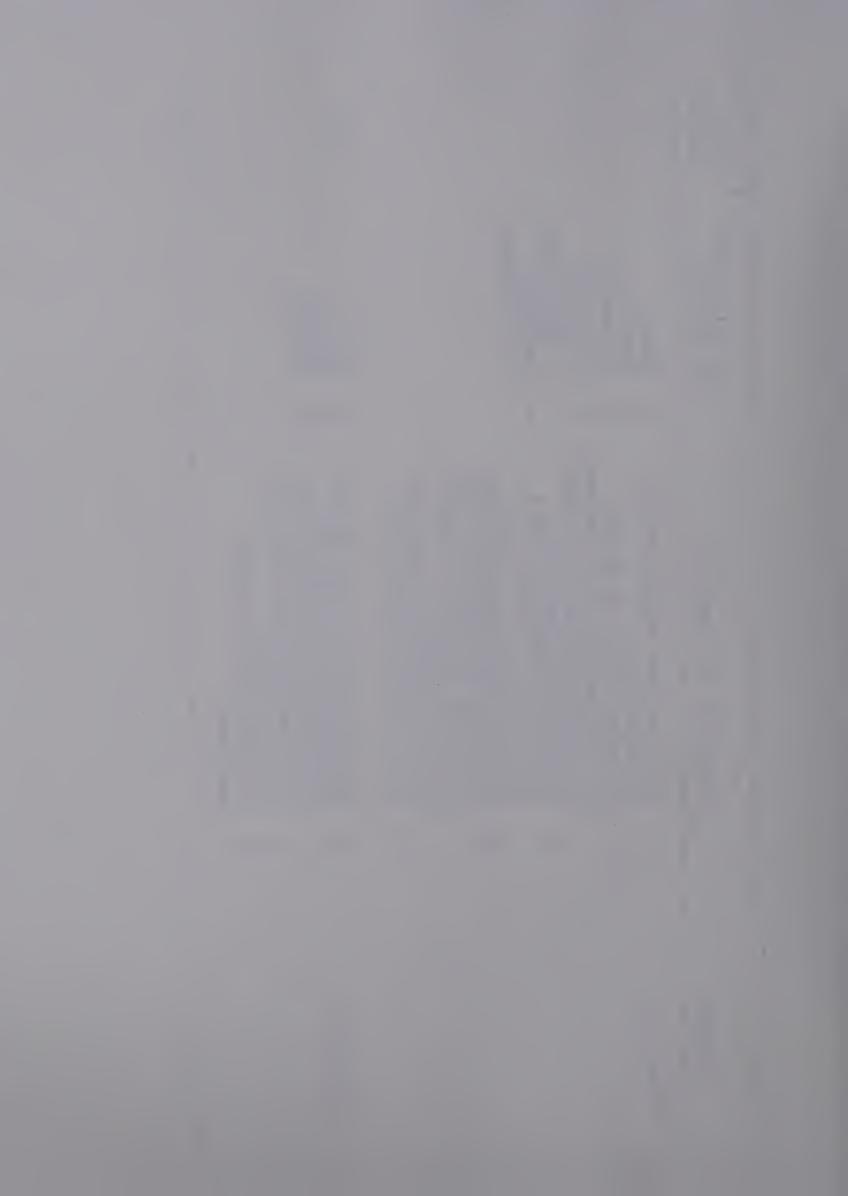
CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
Goalkeeping.	<ol> <li>Demonstrate the stance while stationary and moving.</li> <li>Explain the concept of "covering the angles".</li> <li>Demonstrate the stopping and/or clearing skills.</li> <li>Describe skills practices for goalkeepers.</li> </ol>	1. Notes 2. Instructor - explain - demonstrate 3. Candidate - participate	_
Special Situa- tions.			
Bu	<ol> <li>Demonstrate a bully.</li> <li>Explain the basic tactics of a bully.</li> </ol>	otes nstructor explain	2
Free hit.	1. Organize players into free hit positions both offen-sively and defensively.  2. Explain basic tactics when executing a free hit.	р в	
Roll-in/ Push-in.	<ol> <li>Organize players into roll- in/push-in positions both offensively and defensively.</li> <li>Explain basic tactics when executing a roll-in/push- in.</li> </ol>		



CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
Penalty corner and corner.	<ol> <li>Organize players into penalty corner or corner positions both offensively and defensively.</li> <li>Explain basic tactics when executing or defending a penalty corner or corner.</li> <li>Describe defensive marking responsibilities.</li> </ol>		
Penalty bully/ penalty stroke.	<ol> <li>Organize players into penalty bully/penalty stroke positions.</li> <li>Explain basic offensive and defensive tactics.</li> </ol>		
Rule Interpre tation.	1. Incorporate the rules during coaching.	1. Notes 2. Lecture 3. Display	1/2



1		
TIME (HOURS)		1/2
DISSEMINATION OF MATERIAL	Notes Lecture Discussion Instructor - explain - demonstrate Candidate - participate	Notes Lecture Display
	-28.4	3.
OBJECTIVE OF CANDIDATE	Plan for some aspect of fun throughout.  Describe skills in an elementary and "key word" method so listening time is minimal. Organize large and small groups for different skill situations.  Bevelop game-like situations. Recognize the specific needs of a team and plan an appropriate practice.  Outline a plan of practices with logical progressions.	Describe the correct length and weight of a stick for various age and skill groups. List the equipment designed for protection. Describe the goalkeeper equipment.
	L 2 & 4	3 .
CONTENT	Practices.	Equîpment



Basic first aid. 1. Explain ba related to 2. List the p follow if	Explain basic first aid, related to game injuries. List the procedures to follow if the injury is	1. Notes 2. Discussion	
Serious.  3. Anticipate tions and tion to ave	Anticipate dangerous situa- tions and alter that situa- tion to avoid an injury.		
Potpourri.			



#### LEVEL II

#### A. Description of Level II Coach

- (1) A Level II coach must be able to develop in the players an <u>understanding</u> of how to perform the skills of the game.
- (2) A Level II coach must be able to develop in the players an <u>understanding</u> of the tactics of the game.
- (3) A Level II coach is capable of selecting an intermediate team.
- (4) A Level II coach is capable of preparing an intermediate team for a season of play.

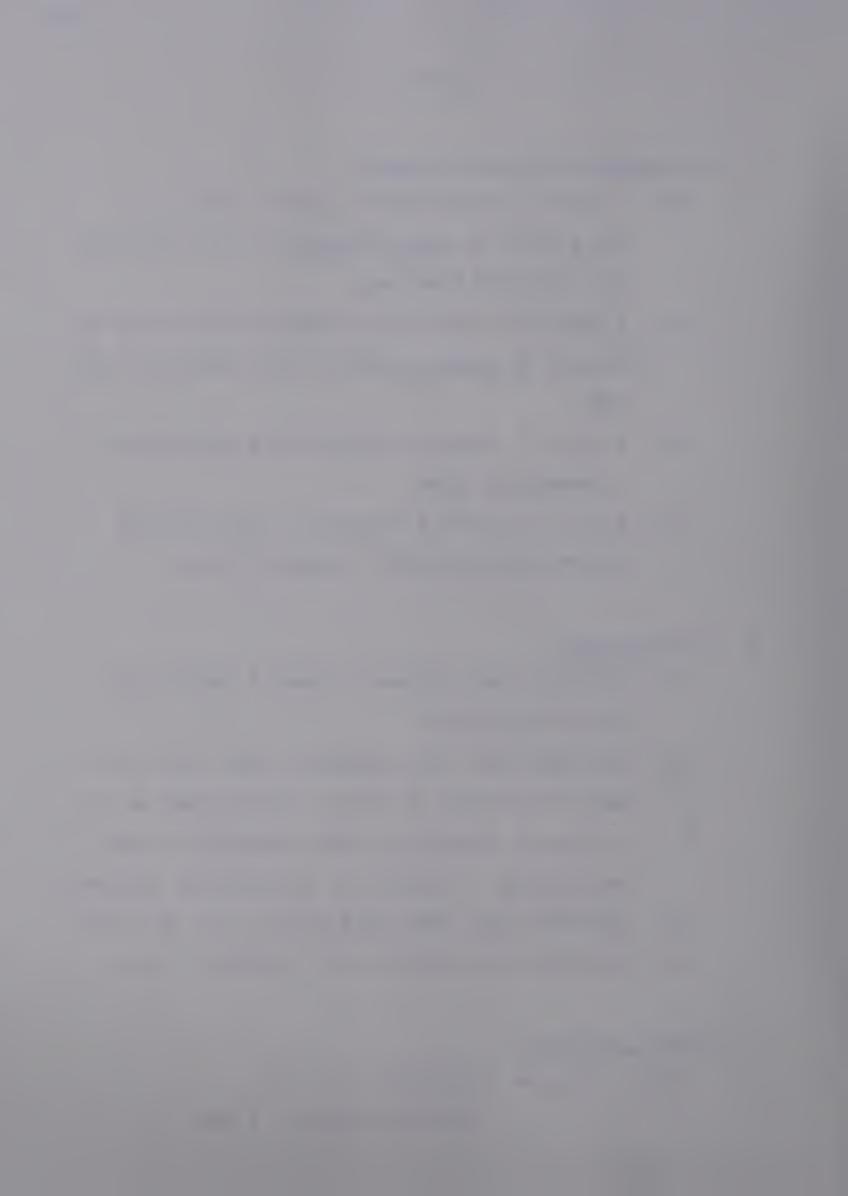
# B. <u>Prerequisites</u>

- (1) Candidate must possess a Level I certificate or its equivalent.
- (2) Candidate must have coached a team for a minimum of 20 hours, 15 hours of which must be in a practice situation, after obtaining a Level I certificate. (Letters of verification required.)
- (3) Candidate must have read manual prior to clinic.
- (4) Candidate must be at least 18 years of age.

# C. Length of Course

Total: 19 hours - sessions - 17 1/2

Practical Exam: - 1 hour



Written Exam: - 1/2 hour.

D. <u>Cost of Course</u> (Subject to Change by Provincial Association)
\$15.00

#### E. Evaluation - 1 1/2 Hours

Candidate must have at least, a total grade of 75% to be granted a Level II certificate.

- (1) Practical Exam weight of 70% of mark.
  - (1.1) Demonstrate basic strokes, flick, scoop, and fundamentals of goalkeeping.
  - (1.2) Organize and coach a group in a practice situation.
- (2) Written Exam weight of 30% of mark.

  Note: Candidate must achieve 85% on their practical exam and 65% on their written exam.

#### F. Examiners

Individual(s) selected by a Coaching Committee who have obtained a Level III, IV, or V certificate or their equivalent.

# G. Validity Period of Level II Certificate

The Level II certificate is valid for a period of three years and may be renewed by attending a refresher course.



# H. Award

The successful candidate will receive a pin and a certificate.



# LEVEL II CERTIFICATE CONTENT

	CONTENT		OBJECTIVE OF CANDIDATE	DISSE OF M	EMINATION MATERIAL	TIME (HOURS)
Α.	Basic skills.	- 2	Demonstrate the basic skills. Analyze the basic skills and correct faults evident when these basic skills are executed.	1. Ins - d 2. Can 3. Fill 4. Note	explain explain demonstrate indidate rrticipate lms, Lecture tes	m .
	Flick and scoop.	- 2 m	Demonstrate these strokes. Teach these strokes. Recognize and correct faults evident when these strokes are executed.	1. Ins - e 2. Can	structor explain demonstrate ndidate participate	3/4
· ·	Uses of the basic strokes, dodges and tackles.	<del>-</del>	Explain when a specific skill is executed in preference of another.	1. Lecti 2. Notes	ture es	_
٥.	Basic passing patterns. Diagonal. Through.	3	Demonstrate these basic passing patterns. Teach these basic passing patterns. Create passing patterns by combining different directional passes.	1. Ins 2. Can	explain demonstrate andidate participate	1/2



	CONTENT		OBJECTIVE OF CANDIDATE	DISSEI OF M.	SEMINATION	TIME (HOURS)
• ليا	Scoring strategies.	<del>-</del>	Describe offensive positional changes that could take place as the ball is advanced into the striking circle.	1. Ins	Instructor - explain - demonstrate Candidate - participate	. 1/2
LL.	Marking and cover- ing variations.	. 2	Describe defensive positional changes that could take place as the ball is advanced down the field.  Describe defensive positional changes that could take place as the ball is advanced into the striking circle.	1. Ins. 2. Can. 3. Note	Instructor - explain - demonstrate Candidate - participate Notes	. 1/2
	Practice of team play.	2 .	Explain practice situations that incorporate team work. Organize large and small groups into formations that stress team work.	1. Ins	Instructor - explain - demonstrate Candidate - participate	



	CONTENT		OBJECTIVE OF CANDIDATE	Q .	DISSEMINATION OF MATERIAL	TIME (HOURS)
. 4	Goalkeeping theory.	2 4 .	Demonstrate the direction of a clear.  Describe the clear and follow through actions.  Relate when pads would be used in preference to hand or vice versa.  Explain the positions for corner hits and free hits.	3	Instructor - explain - demonstrate Candidate - participate Discussion	1/2
•	Officiating.	2.	Recognize and correct rule violations when skills and special situations are executed. Umpire a practice game so control of fouls is maintained.	. 3 .	Instructor - explain - demonstrate Candidate - participate Lecture	3/4
3.	History of field hockey in Canada.	-	Relate the development of field hockey in Canada.	-	Notes	



	CONTENT	0	OBJECTIVE OF CANDIDATE	D	DISSEMINATION OF MATERIAL	TIME (HOURS)
1						
· ×	Athletic Condition- ing.	2. 0 0 > >	escri rogra iscus	23.	Notes Lecture Discussion	2
		3. 4. dd	rescribe a progressive con- litioning program. ntroduce variety and condi- lioning routine.			
	Coaching Philoso- phies.	1. PP 2. DP	Relate a personal coaching philosophy. Discuss various coaching philosophies.		Lecture Discussion	_
Σ.	Role of the Captain.	•	scuss es tha ve to	2	Lecture Discussion	1/2
		2. 3. 9.	Relate the duties that a Captain should perform. Discuss the selection/appointment of a Captain.			



1					
	CONTENT		OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
z	Game talks.	. 2	Formulate pre-, during, and post-game talks so as to moti-vate and encourage the team and the individual.  Explain the concerns a coach should have when preparing game talks.	1. Lecture 2. Discussion 3. Notes	_
	Team selection.	3 . 3 .	Recognize players with potential. Select players for possible positions. Organize a selection session so the players have opportunities to show a variety of situations.	1. Notes 2. Lecture 3. Discussion	1/2
·	Season planning.	1.	Outline a season of practices and play with logical progressions. Identify the needs of a team for a season (fields, games).	1. Lecture 2. Discussion	_
٥.	Potpourri				



#### LEVEL III

#### A. Description of Level III Coach

- (1) A Level III coach must have an indepth knowledge of all aspects of the game.
- (2) A Level III coach must be able to organize and conduct a year long program for a senior team.
- (3) A Level III coach is capable of certifying Level I and Level II coach.

#### B. Prerequisites

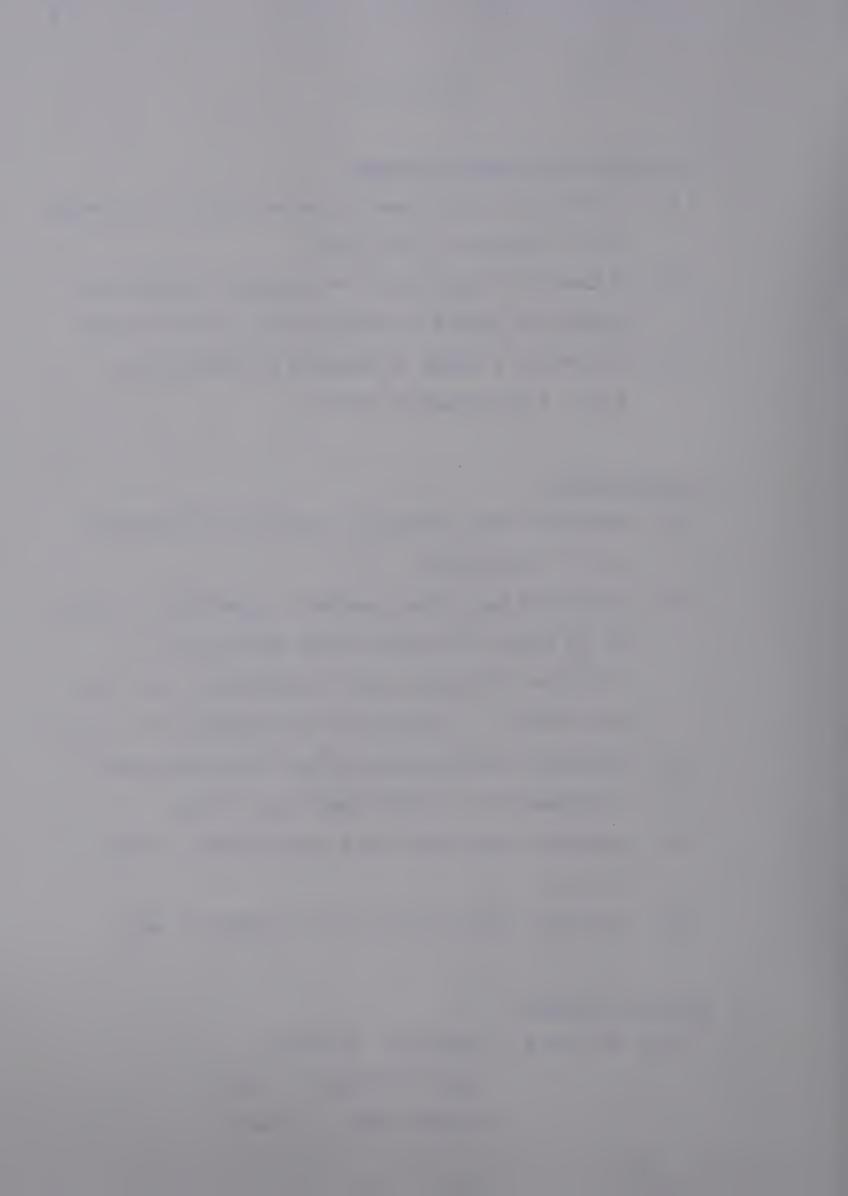
- (1) Candidate must possess a Level II certificate or its equivalent.
- (2) Candidate must have coached a team for a minimum of 35 hours, 25 hours of which must be in a practice situation, after obtaining a Level II certificate. (Letters of verification required.)
- (3) Candidate must possess or must have possessed a minimum of a "Local" umpiring rating.
- (4) Candidate must have read manual prior to the clinic.
- (5) Candidate must be at least 21 years of age.

# C. Length of Course

Total 26 hours - Sessions - 24 hours

Practical Exam - 1 hour

Written Exam - 1 hour.



D. <u>Cost of Course</u> (Subject to Change by Provincial Association) \$20.00

#### E. Evaluation - 2 Hours

Candidate must have at least a total grade of 75% to be granted a Level III certificate.

- (1) Practical Exam weight of 60% of mark.
  - (1.1) Analyze and correct team play and positional play of individual players during a demonstration game (the game may be live or on video).
  - (1.2) Coach advanced skills to a group of players on a given topic from the examiner.
- (2) Written Exam weight of 40% of mark.

  Note: Candidate must achieve 85% on their practical exam and 65% on their written exam.

#### F. Examiners

Individual(s) selected by a Coaching Committee who have obtained a Level IV or V certificate or their equivalent.

# G. Validity Period of Level III Certificate

The Level III certificate is valid for a period of three years and may be renewed by attending a refresher course.



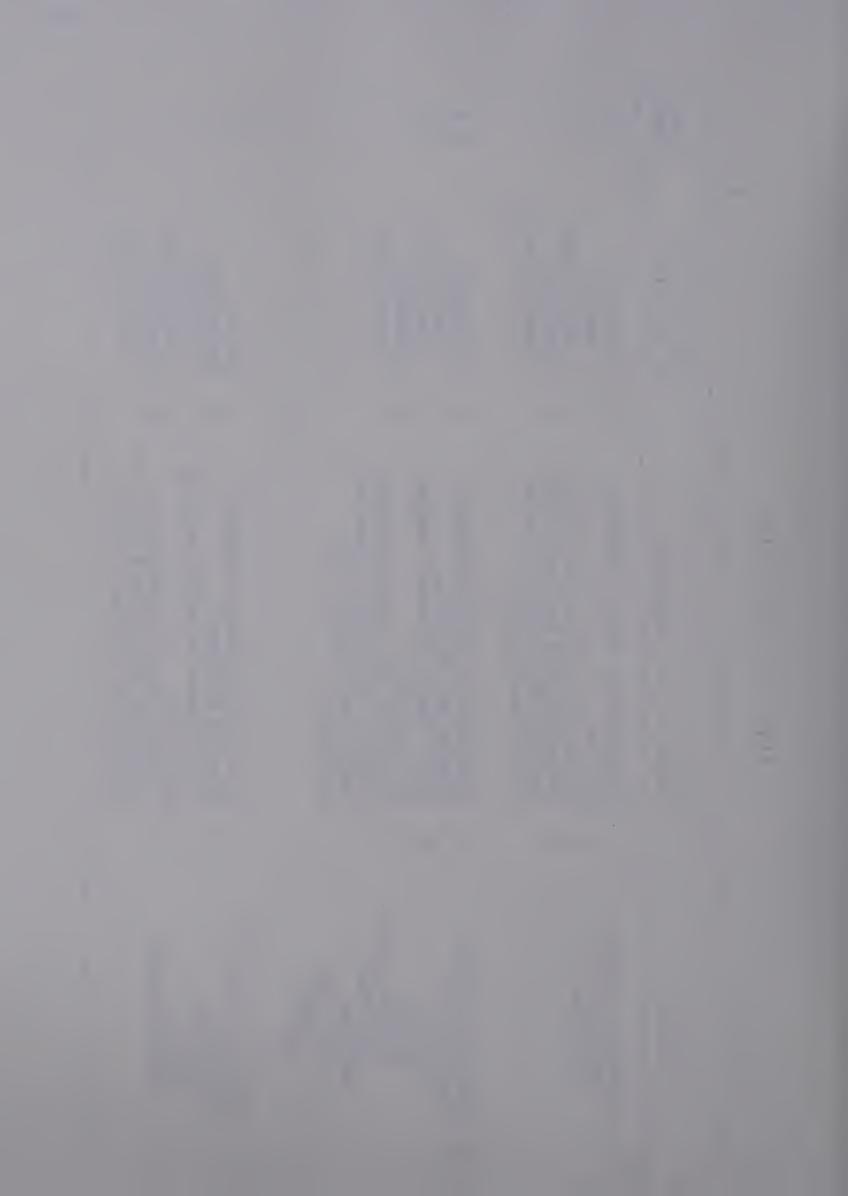
## H. Award

The successful candidate will receive a pin and a certificate.

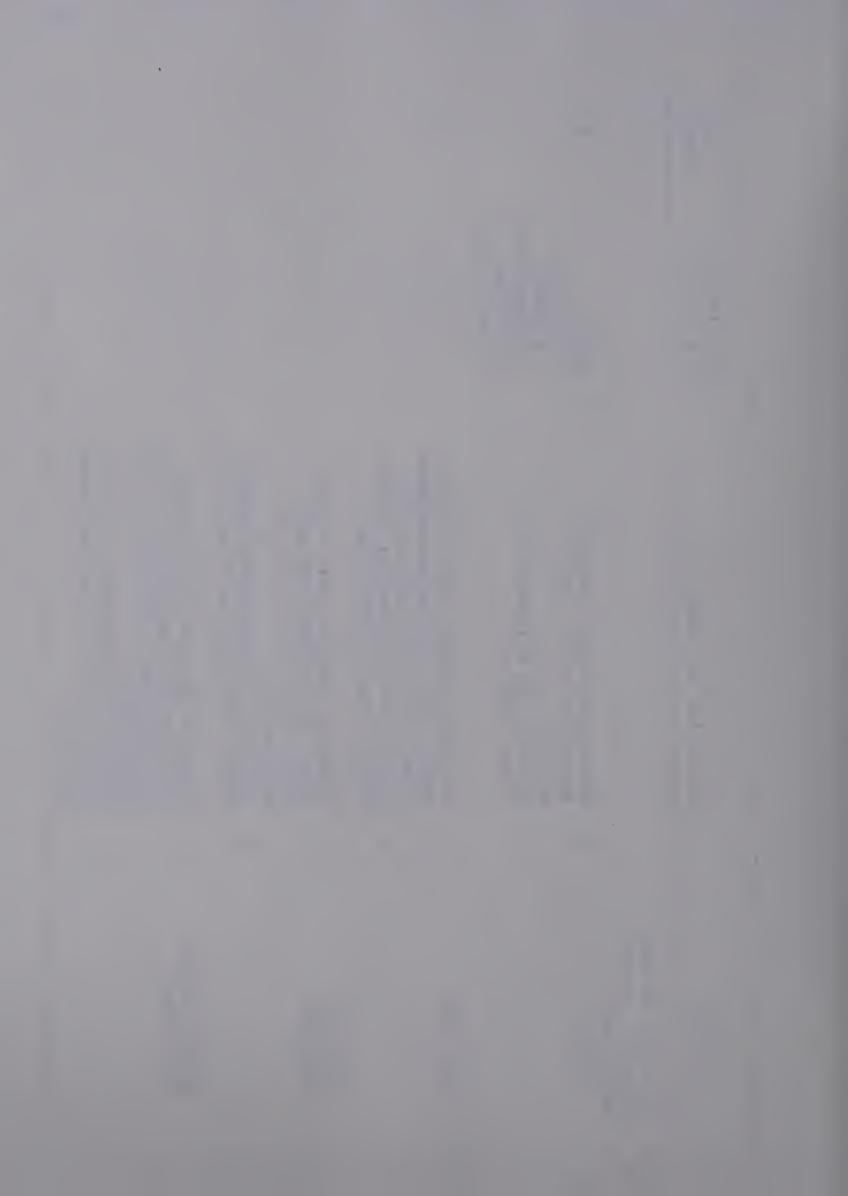


## LEVEL III CERTIFICATE

1						
	CONTENT		OBJECTIVE OF CANDIDATE	۵	ISSEMINATION OF MATERIAL	TIME (HOURS)
	Advanced skills. Reverse stick. Feinting.	3	Demonstrate these advanced skills. Teach these advanced skills. Recognize and correct faults evident when these advanced skills are executed.	2.	Instructor - explain - demonstrate Candidate - participate	٦/2
· m	Advanced dodges and tackles. Dodges. Scoop. Reverse stick. Pull back. Tackles. Left hand lunge. Jab.	 	Demonstrate these advanced dodges and tackles. Teach these advanced dodges and tackles. Recognize and correct faults evident when these advanced dodges and tackles are executed.	- 2	Instructor - explain - demonstrate Candidate - participate	1/2
ပံ	Advanced passing patterns. Reverse. Drop. Interchanging.	- 2 ° °	Demonstrate these advanced passing patterns. Teach these advanced passing patterns by Create passing patterns by combining different basic and advanced directional passes.		Notes Instructor - explain - demonstrate Candidate - participate	_



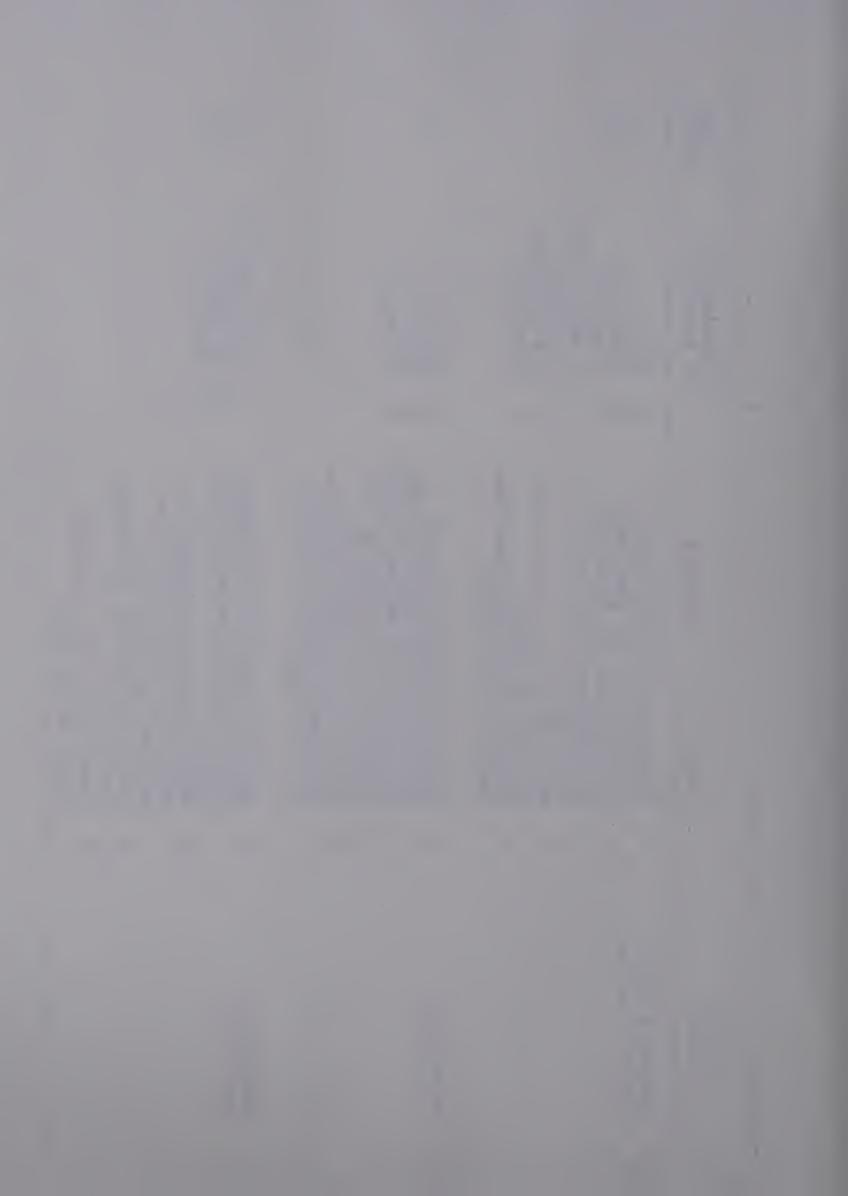
	CONTENT		OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
). A	dva ies itu				
ז	Bully.	-	rate the advanced a player could	1. Notes 2. Instructor	2
		2.	xplain the strategies on the strategies of the stactics.	- demonstrate 3. Candidate - participate	
	Free hit.	-	ze players into free hit positi ivelv and defen		4
		2.	xplain the strategies hese free hit positions		
	Roll-in/ Push/in.	-:	ze pla roll-i both o		
		2.	erensivery. xplain the strategi hese roll-in/push-i		
	Penalty corner and corner.	-	rganize plaical penaltositions be		
		.5.	nvery n the strategi penalty corner ons.		



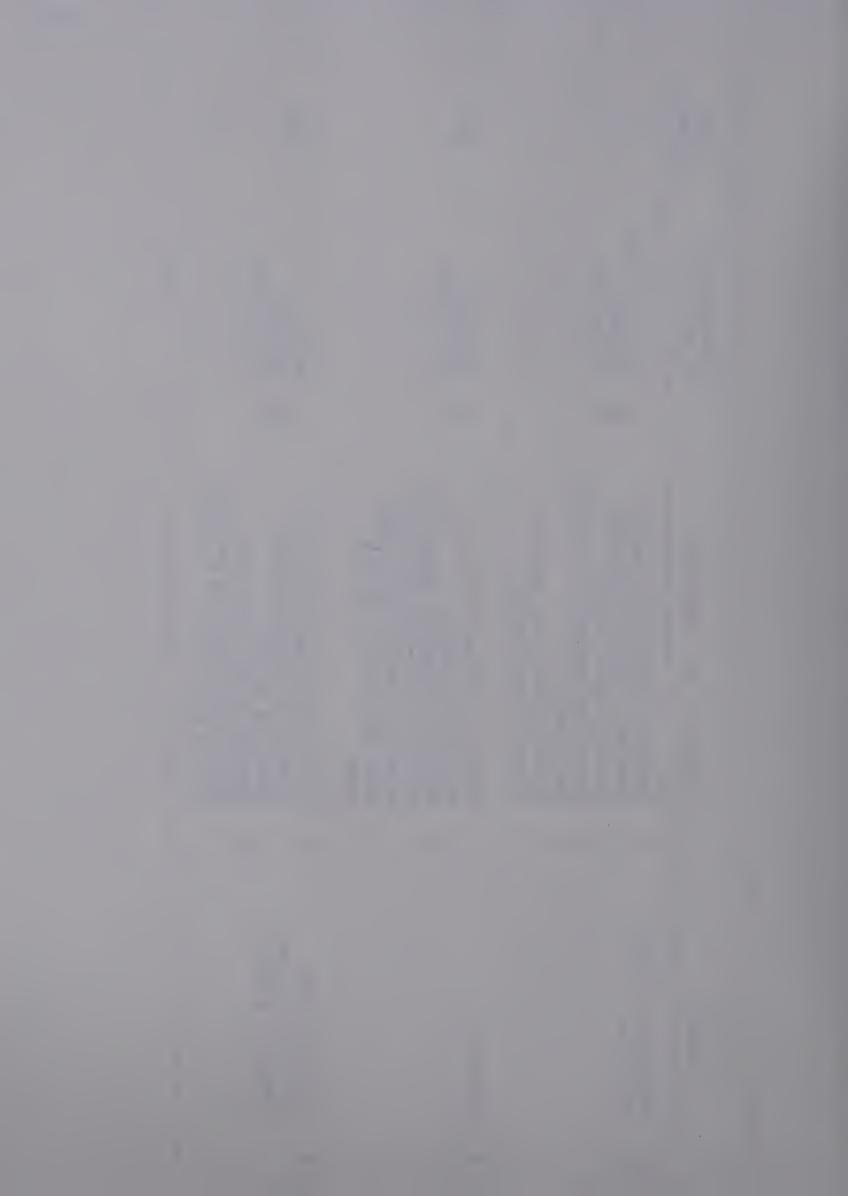
	1. Notes 2. Instructor - explain - demonstrate 3. Candidate - participate	1. Notes 2. Instructor - explain - demonstrate 3. Candidate - participate 4. Discussion
Demonstrate the advanced tactics a player could execute.  Explain the strategies behind these tactics.	Relate the skills to be emphasized in each position both offensively and defensively. Discuss the tactics to be emphasized in each position both offensively and defensively.	Plan a practice that incorporates the skills to be used into game-like situations.  Organize large or small groups into game-like practice situations.  Create practice situations that emphasize total game play.
٦.	. 2	3
Penalty bully/ Penalty stroke.	Positional skills and tactics.	Practices for game situations.
	enalty bully/ l. Demonstrate the advance tactics a player could execute.  2. Explain the strategies behind these tactics.	Penalty bully/ l. Demonstrate the advanced tactics a player could execute.  2. Explain the strategies behind these tactics.  ositional skills l. Relate the skills to be mphasized in each position carpain defensively.  2. Discuss the tactics to be defensively.  2. Discuss the tactics to be emphasized in each position carpain defensively.  both offensively and defension both offensively and defensively.



	CONTENT		OBJECTIVE OF CANDIDATE	DI 0	SSEMINATION F MATERIAL	TIME (HOURS)
	Advanced goal- keeping tactics.		Demonstrate positioning in relation to the goal post. Demonstrate the technique of stopping a ball that is bouncing. Describe the tactids on moving out to clear. Explain how a goalkeeper caninitiate the attack.	8	Notes Instructor - explain - demonstrate Candidate - participate Discussion	1/2
·	Promotion.	3. 3.	Relate services that are available that assist in the development of amateur sports. Communicate the game to nonfield hockey populations. Create and organize projects that would promote the game of field hockey.	- 28	Notes Lecture Discussion	2
•	Analysis of game films.	7	Analyze team play and adjust team practices to meet these needs. Adjust a team's offense to more efficiently attack an opponent's formation. Learn new methods of executing a skill. Communicate these observations to the team	32	Film Analysis Lecture Discussion	1/2



CONTENT	OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
J. Analysis of each position.	<ol> <li>Analyze individual techniques and adjust practices to meet these needs.</li> <li>Learn new methods of executing a skill.</li> <li>Communicate these observations to each player.</li> </ol>	l. Film Analysis 2. Lecture 3. Discussion	_
K. Charting.	1. Relate various methods of charting a game. 2. Devise a charting method of objectively analyzing the strokes, tactics and team work that occur during a game.	1. Lecture 2. Discussion	3/4
L. Training and conditioning of advanced players.	<ol> <li>Relate the most efficient methods of conditioning advanced players.</li> <li>Determine the intensity that a conditioning program should prescribe.</li> </ol>	1. Notes 2. Lecture 3. Discussion	3/4



M. Audio-visual 1. Relate the variety of A-V 2. Discussion equipment that is available. 2. Discussion will be of assistance to a coach. 2. Secure A-V materials that 3. Display coach. 3. Determine which A-V equipment strains by a coach. 3. Determine which A-V equipment ship with asso-assistant coaches, managers, 2. Discussion who either directly or indirectly assists in the development of a team. 2. Understand the responsibilities feel they have. 2. Understand the responsibilities feel they have. 2. Understand the medal motivating 2. Lecture becomes motivated. 3. Discussion becomes motivated. 3. Discussion becomes motivated. 3. Discussion becomes motivated an athlete. 3. Understanged a provided a motivating effect on athletes. 4. Create innovative techniques and the feel motivate an athlete. 4. Create innovative techniques							
Audio-visual  . Relate the variety of A-V material.  2. Scure A-V materials that		E Z		JECTIVE OF CANDIDAT	M M M	TION	TIME (HOURS)
Coaches relation—  Ship with asso—  assistant coaches, managers,  ciates.  umpires, and/or anyone else who either directly or in- directly assists in the development of a team.  2. Understand the responsibilities that these associates feel they have.  Motivating the  1. Recognize a situation where lecture understand how an individual so Discussion becomes motivated.  3. Relate factors that have a motivating effect on athletes.  4. Create innovative techniques to motivate an athlete.	Σ .	udio-visu aterial.	. 2 °.	elate the variety of A-V quipment that is available. ecure A-V materials that ill be of assistance to a oach. etermine which A-V equipmen ould best work for a certaiituation.	 Di	0	2
tivating the lathlete needs motivating. 2. Lecture lhe athlete needs motivating. 2. Lecture late comes that have a motivating effect on athletes. 4. Create innovative techniques to motivate an athlete.	Z	oaches relation hip with asso- iates.	7.	ommunicate with groundsmen ssistant coaches, managers mpires, and/or anyone else ho either directly or in-irectly assists in the evelopment of a team. Inderstand the responsibilites that these associates eel they have.	• •	0	<b>-</b>
	•	tivating hlete.	. 2	ognize a situation where athlete needs motivating erstand how an individual omes motivated.  ate factors that have a ivating effect on athlete ate innovative techniques notivate an athlete.	Not Lec Dis	s o	1/2



•	CONTENT		OBJECTIVE OF CANDIDATE	DISSEMINATION OF MATERIAL	TIME (HOURS)
٠	Conducting a Level I and II Certifica- tion course.	2.	Organize and conduct a C.W.F.H.A. Level I and II certification course.	1. Notes 2. Lecture	
0	Potpourri.				



### LEVEL IV

## A. Description of Level IV Coach

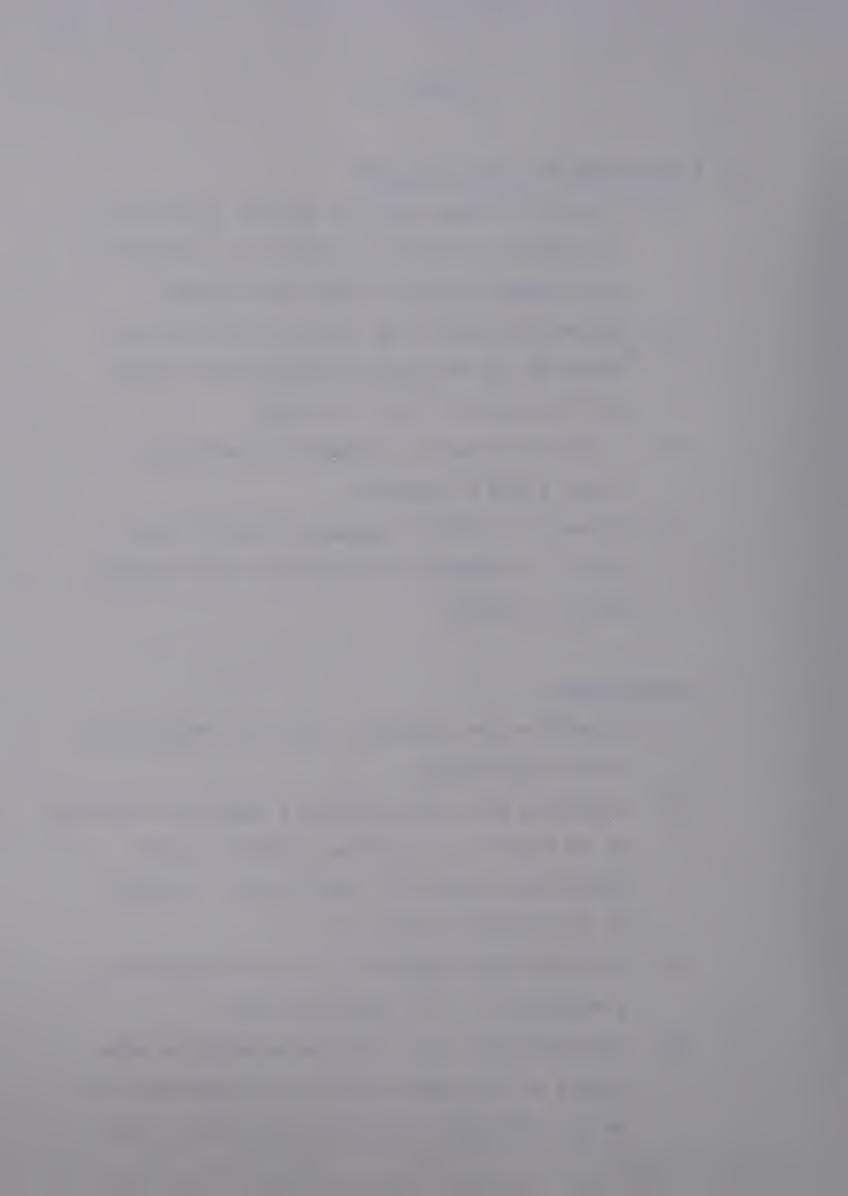
- (1) A Level IV coach must be capable of coaching or assisting with the coaching of a national team and/or national team level players.
- (2) A Level IV coach must possess an innovative approach to the game and should be a leader in the coaching field in Canada.
- (3) A Level IV coach is capable of certifying Level I and II coaches.
- (4) A Level IV coach is capable of certifying

  Level III Coaches in conjunction with another

  Level IV coach.

## B. <u>Prerequisites</u>

- (1) Candidate must possess a Level III certificate or its equivalent.
- (2) Candidate must have coached a team for a minimum of 60 hours in a practice situation after obtaining a Level III certificate. (Letters of verification required.)
- (3) Candidate must possess or must have possessed a minimum of a "C" umpiring rating.
- (4) Candidate must have prepared a paper on some aspect of the game and must have submitted it to the instructor prior to the clinic. The



topic of the paper must be approved by the instructor.

- (5) Candidate must have read manual prior to the clinic.
- (6) Candidate must be at least 24 years of age.

## C. Length of Course

Sessions - 31 hours.

Practical Exam - 1 hour.

Written Exam - 2 hours.

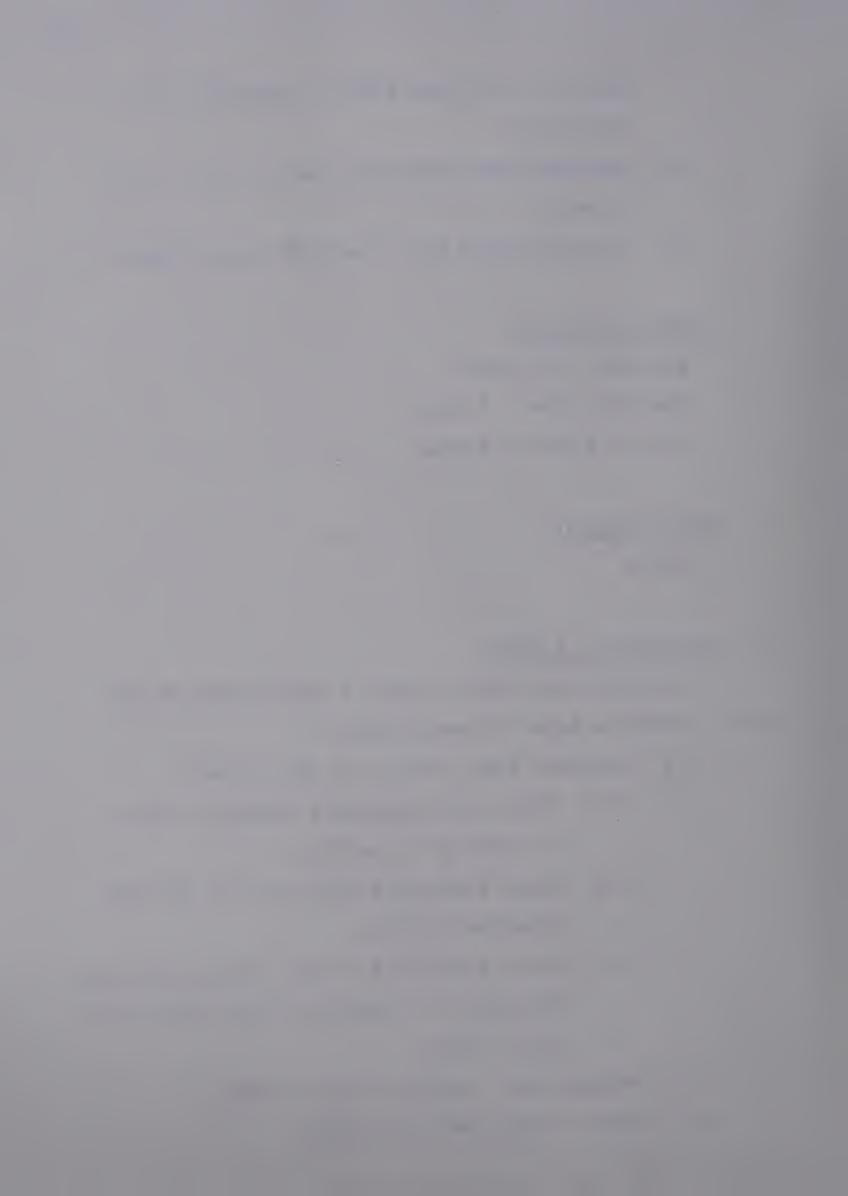
## D. Cost of Course

\$25.00

## E. Evaluation - 2 Hours

Candidate must have at least a total grade of 75% to be granted a Level IV certificate.

- (1) Practical Exam weight of 50% of mark.
  - (1.1) Coach young beginners through a series of progressive skills.
  - (1.2) Coach advanced players on a given topic from the examiner.
  - (1.3) Coach during a full game (either actively throughout the game or at the completion of the game).
- (2) Written Exam weight of 35% of mark.
- (3) Paper weight of 15% of mark.



Note: Candidates must achieve 80% on their practical exam, 70% on their written exam, and 65% on their paper.

## F. Examiners

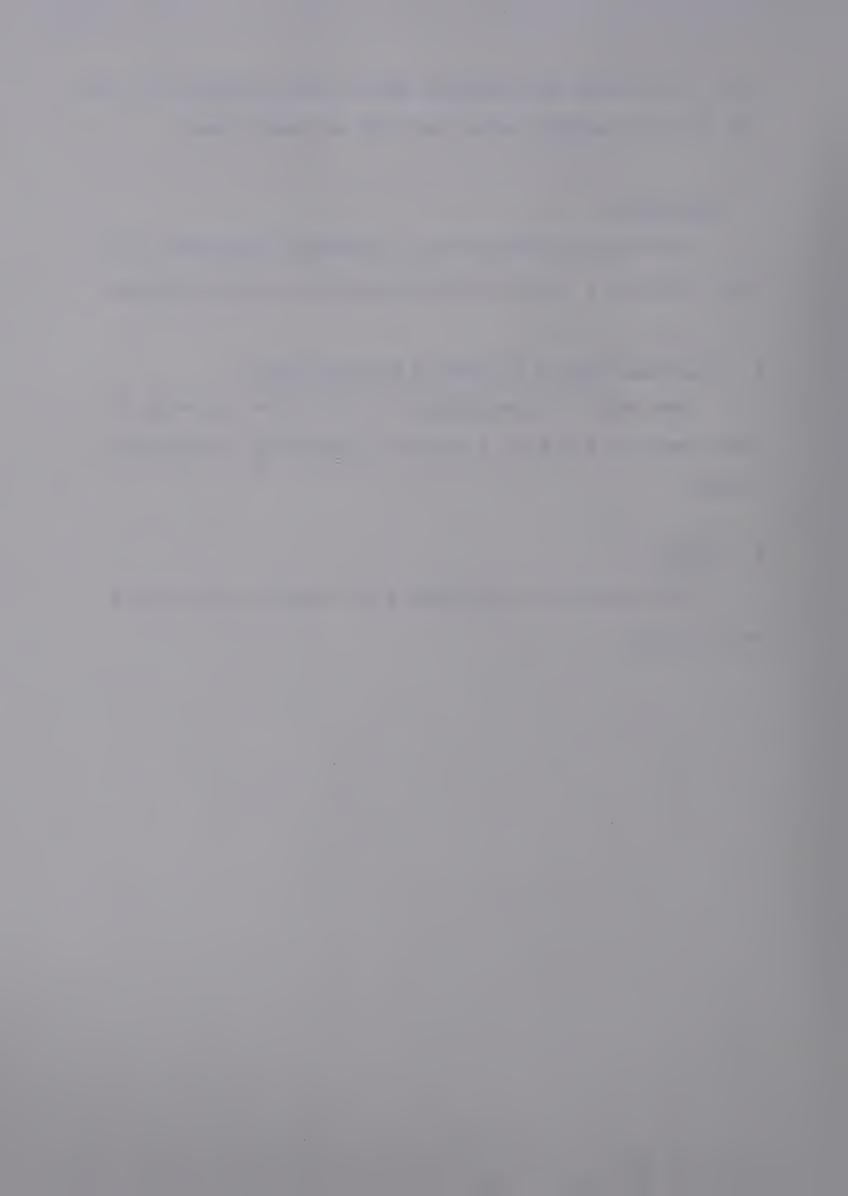
Individuals selected by a Coaching Committee, who have obtained a Level V Certification or its equivalent.

## G. Validity Period of Level IV Certificate

The Level IV Certificate is valid for a period of three years and may be renewed by attending a refresher course.

## H. Award

The successful candidate will receive a pin and a certificate.



# LEVEL IV CERTIFICATE CONTENT

CONTENT	_		OBJECTIVE OF CANDIDATE	UISSEMINALION OF MATERIAL	(HOURS)
A. Review.			O C	1. Instructor - explain - demonstrate	ت ب
		2.	cognize	್ ರ	
			plain tho ons for o		
		4	pecial ain and		
		4.	r cri		
		9	ggest a acticin		
			<del>-</del>		



	CONTENT	0	OBJECTIVE OF CANDIDATE	Ω	DISSEMINATION OF MATERIAL	TIME (HOURS)	
Goa	Goalkeeping.	2. E	trate the sper while ing.		Instructor - explain - demonstrate Candidate - participate	1/2	
		ж 4 . 	Demonstrate the stopping and/or clearing skills, including those using the stick and hand. Describe different tactical situations of a goalkeeper. Progressive skills practices for goalkeepers.				
t P	Practices for the team as a whole.		te a There Te de	2.	Instructor - explain - demonstrate Candidate - participate	. 1/2	
Team	am tactics.	1. L. Y. Y. R.	Discuss team formations with respect to strengths and weaknesses. Recognize and act upon different team tactics of opponents.	- 2 m	Instructor - explain - demonstrate Candidate - participate		
				4	ssion		



1.1		,	
TIME (HOURS)	1/2	•	2
DISSEMINATION OF MATERIAL	1. Notes 2. Lecture 3. Discussion	1. Notes 2. Lecture 3. Discussion	1. Lecture 2. Discussion
OBJECTIVE OF CANDIDATE	Discuss situations that develop team unity.  Describe practice situations that emphasize team cohesiveness.  Recognize team conflicts that may occur and suggest ways of alleviating problems.  Discuss ways of communicating with the team and the individual.	Administer simple physiological tests to players and analyze results.  Observe and evaluate a player's technique in terms of mechanical principles.  Discuss the values of psychological tests on individuals and teams.	Discuss and evaluate the areas of research that have been studied in field hockey. Apply suitable research material to the game. Suggest areas for future research.
		. 2 .	1.
CONTENT	Team cohesiveness.	Evaluating player performances.	Field hockey research.
	ш	٠ ليـــ	



	CONTENT		OBJECTIVE OF CANDIDATE	D	DISSEMINATION OF MATERIAL	TIME (HOURS)
=	יי מיי	-	4	-		
:	hockey organization	• -	n the Involvement nadian Association ational hockey.		Discussion	-
			uss into ey affa			
н.	Promotions	<del>-</del>	Recognize the responsibili- ties of a coach as a promotor of the game.	٦.	Lecture Discussion	_
	Paper presentation.	-	Write a concise, original paper on some aspect of the game and be prepared to defend it, (maximum ten typewritten pages)			
			3			
₹.	Conducting Level I, II and III Certification	<del>-</del>	Organize and conduct Level I, II, and III certification.	2	Notes Lecture	ಬ
	Courses.	2.	Examine candidates.			
.	Potpourri.					



## APPENDIX E

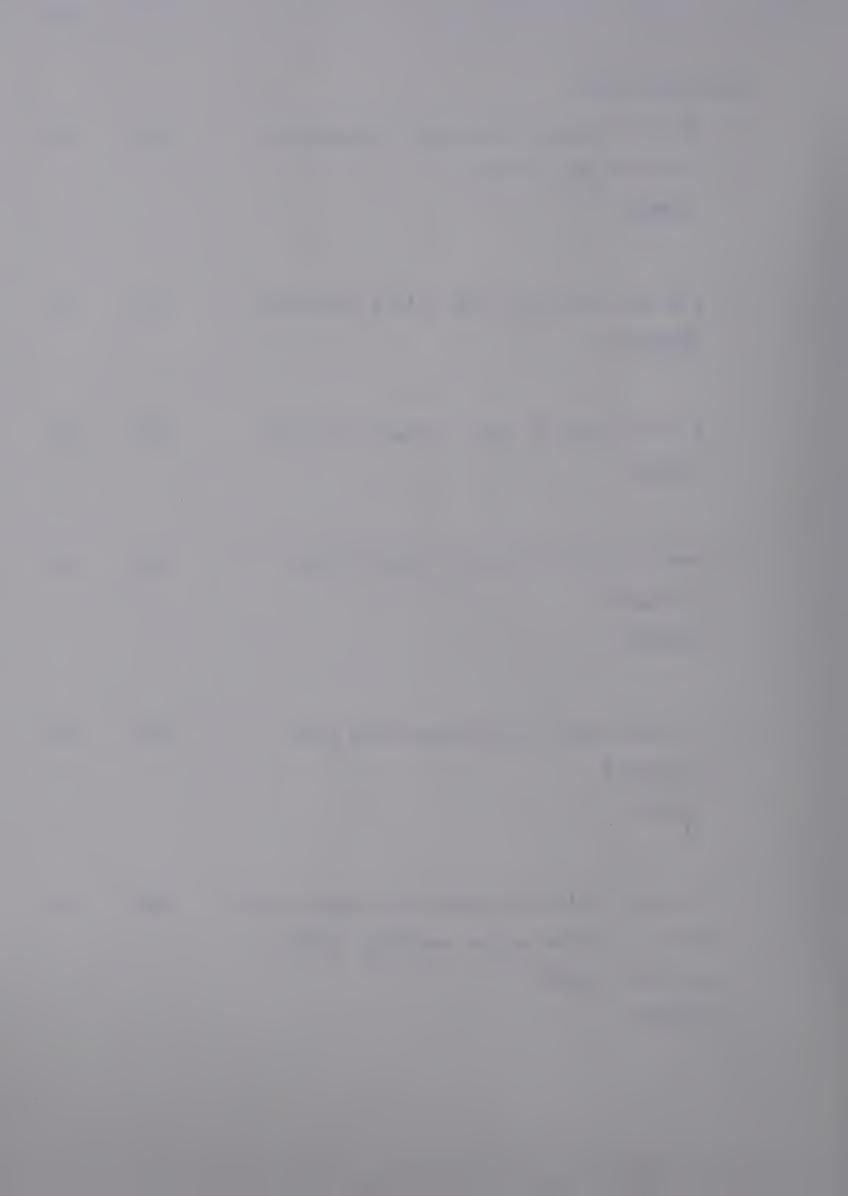
## COACHING CERTIFICATION CLINIC EVALUATION FORM



## Administration

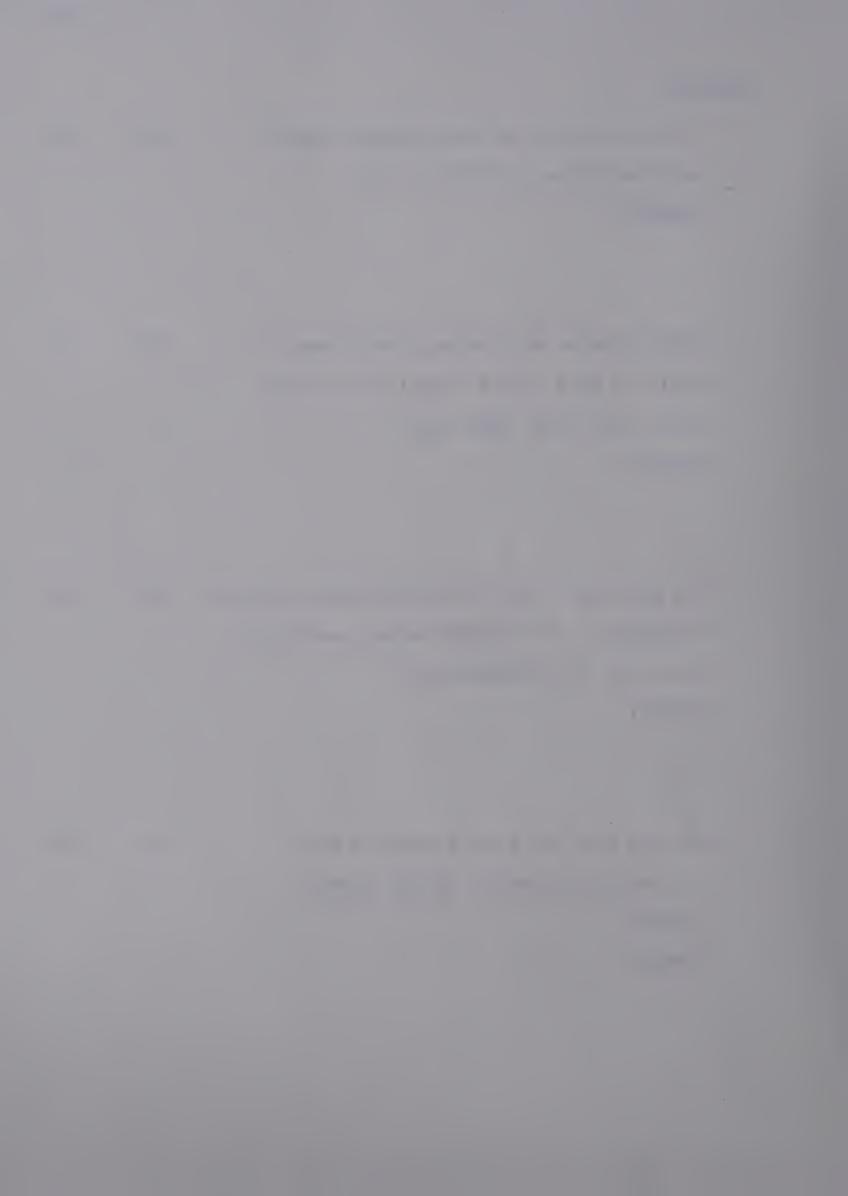
1.	Did you receive adequate	information	YES	NO
	prior to the clinic?			
	COMMENT:			

- 2. Was the length of the clinic suitable? YES NO COMMENT:
- 3. Was the time of year suitable to you? YES NO COMMENT:
- 4. Were the facilities for the clinic YES NO suitable?
  COMMENT:
- 5. Did you feel the prerequisites were YES NO suitable?
  COMMENT:
- 6. Did you feel that there was enough free YES NO time to review notes, exchange ideas, and just relax?
  COMMENT:



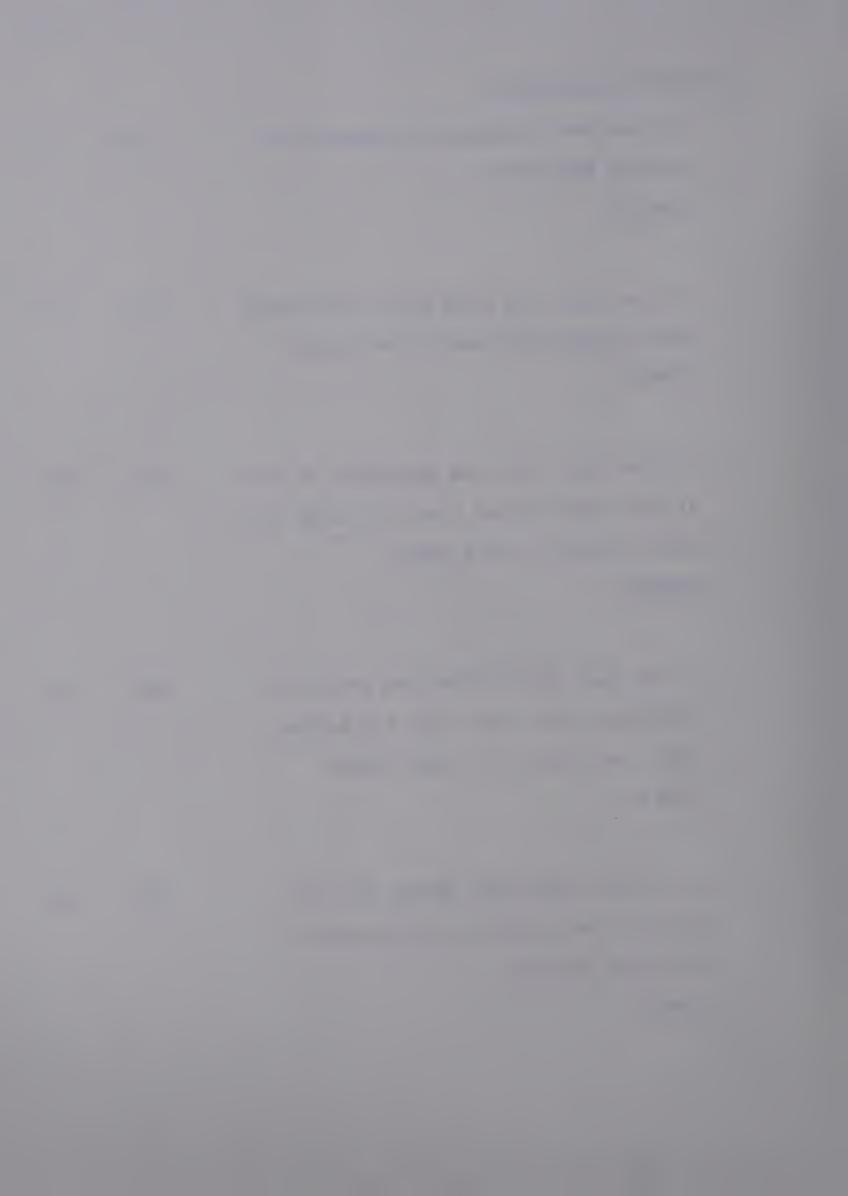
## Content

- 1. Was the content of the course clearly YES NO outlined prior to the clinic?
  COMMENT:
- 2. Did you have any preconceived ideas of YES NO what you were going to get out of the clinic and were they met?
  COMMENT:
- 3. Did you feel that the content was covered YES NO thoroughly? If NO, what areas would you emphasize or de-emphasize?
  COMMENT:
- 4. Did you feel that each session was YES NO informative to you? If NO, please comment.
  COMMENT:



## Evaluation Procedures

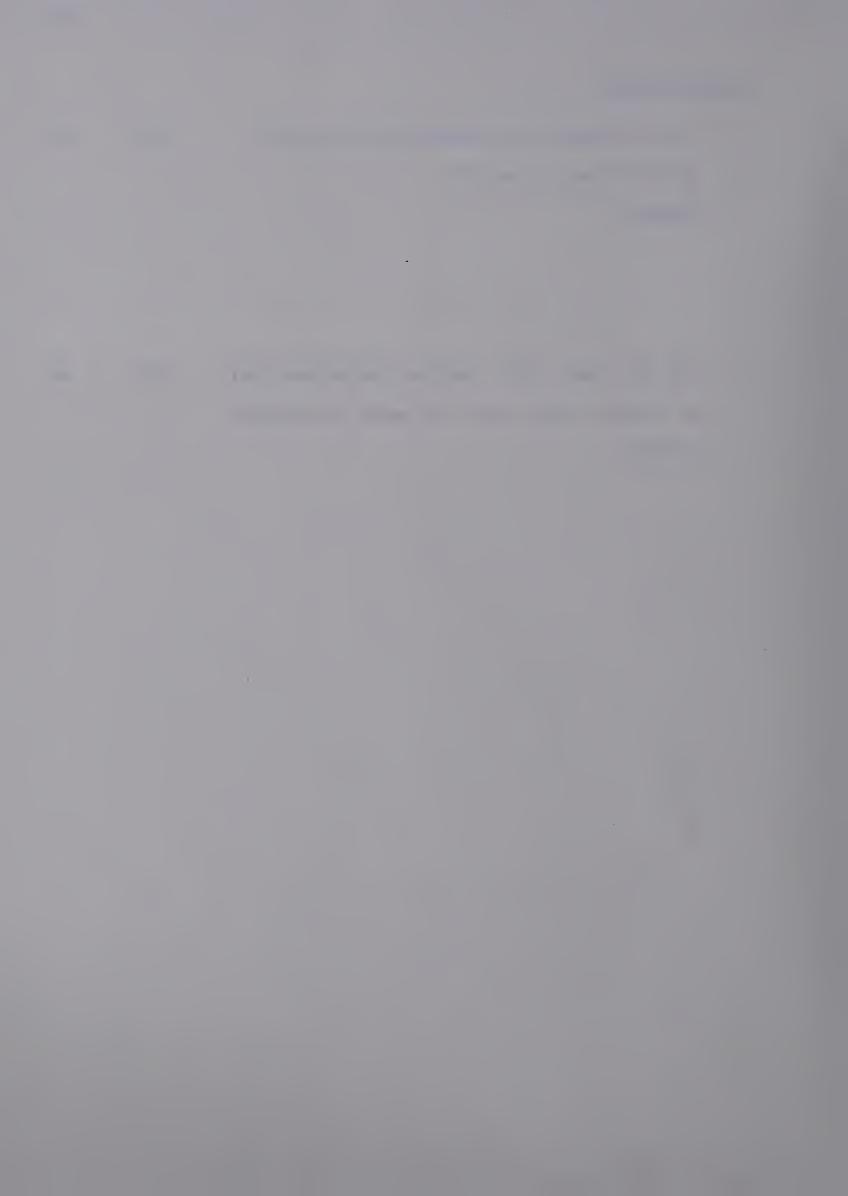
- 1. Did you feel adequately prepared for YES NO writing the exam?
  COMMENT:
- 2. Did you feel you were given sufficient YES NO time to complete the written exam?
  COMMENT:
- 3. Did you feel that the questions on the YES NO written exam tested your knowledge and understanding of the game?
  COMMENT:
- 4. Do you feel that having the practical YES NO evaluation no sooner than two months after the clinic is a good idea?
  COMMENT:
- 5. Do you feel that the format for the YES NO practical evaluation was adequately explained to you?
  COMMENT:



## Presentation

1. Were the methods of presentation suit- YES NO able for each session?
COMMENT:

2. Did you feel that adequate opportunities YES NO to express your opinions were available?
COMMENT:



## Manuals

- 1. Did you find that reading the manual YES NO prior to the clinic was of benefit to you?
  COMMENT:
- 2. Did you feel that the manual was a good YES NO guide as to the material that was covered?
  COMMENT:
- 3. Do you feel that the manual will act as YES NO a good reference source when you coach?
  COMMENT:
- 4. Do you feel that the manual includes all YES NO areas covered by the clinic?
  COMMENT:



## Conducting Clincs

1. Do you feel you have been adequately YES NO prepared to conduct a clinic?
COMMENT:

2. Do you feel that all participants should YES NO be instructed in how to run clinics? If NO, do you feel that this material should be covered after the participant has obtained a certificate?
COMMENT:

## GENERAL COMMENTS





B30123